NEA Today
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A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION
VOL. 8
NO. 6

...And Nellie Makes Two Million

A Membership Milestone For NEA

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Illinois Local Takes Risks, Reaps Rewards

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Joe Di Dio

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PRESIDENT'S VIEWPOINT

Dreams That Really Can Come True

Imagine a school where no students come to class hungry. Imagine a school where no students ever nod off in class after spending a sleepless night in a shelter for homeless families, the back seat of a car, or a park bench.

Imagine a school where every faculty member has easy access to the tools and working conditions that people in other professions take for granted: a telephone, clerical support, adequate work space, a personal computer.

Imagine a school where all high school graduates are assured the opportunity to pursue a college education or postsecondary training, no matter how financially hard-pressed their families might be.

Imagine a nation full of schools where the materials and equipment essential for learning in today's world are available to all students.

These visions of the future are not just idle daydreams. Today, for the first time ever, the nation's top political executives—the governors and the President of the United States—are engaged in a process that could help us all realize some of our fondest dreams for education. These political leaders are jointly developing what they call "national goals for education."

NEA President
Keith Geiger

The drive for national education goals started at last September's education summit in Charlottesville, Va. Since that summit, the President and all 50 governors have been collecting ideas and recommendations on just what those goals should be.

NEA is very much a part of this process. I've testified before the National Governors' Association task force that's exploring the various goal alternatives. And I serve on the President's Education Policy Advisory Committee.

I've delivered the same message—the NEA's message—to both the governors and the White House. Our nation needs national goals for education that are both ambitious and specific: ambitious enough to demonstrate that America's leaders understand the depth of the problems facing schools; specific enough so that all of us, including the federal government, can be held accountable.

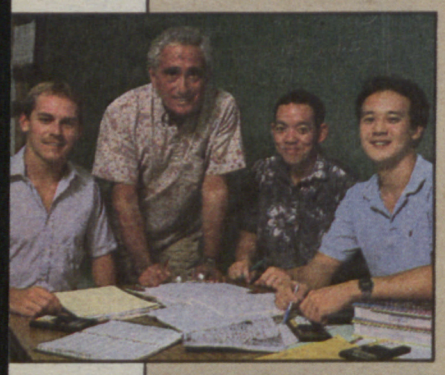
What sort of goals would fit that bill? I've presented the governors and the White House with a set of nine for their consideration. These goals are designed to—

- ► Ensure that all children arrive at school ready to learn.
- ► Provide a fully qualified teacher for every classroom.
- ► End school funding patterns that tie the quality of education to the wealth of the school district.
- ► Make all our schools safe, drug-free, and environmentally healthy.
- ► Provide the facilities and materials essential for innovative and creative learning environments.
- ► Ensure that all students acquire the necessary skills to participate fully as citizens in our democracy.
- ► Reduce the dropout rate to less than 10 percent.
- ► Guarantee access to higher education or postsecondary training for all high school graduates.
- ► Eliminate functional adult illiteracy in the United States.

Yes, these goals are ambitious. Why shouldn't they be? If ever there was a time to reassess and reorder our nation's priorities, that time is now. If ever there was the chance of offering educational excellence to every child in America, that chance is now.

Today, for the first time in my more than 25 years in education, we have the attention of our nation's political leaders. Many of them understand the magnitude of the problems confronting our schools. Almost all of them realize how much depends on their solving those problems.

Now is the time to translate that attention and those understandings into real progress for our schools, for our nation—and for America's children.



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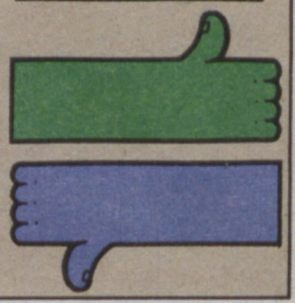

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NATIONAL NEWS

NEA Two Million Strong

Eloise Pendarvis, Donald Harris, Nellie Gonzalez—these are the names behind the numbers, the people who represent milestones in NEA's steady advance to set a membership record for U.S. labor and professional organizations.

It was "strength in numbers" that motivated Nellie Gonzalez, a speech and language teacher in Orlando, Fla., to join NEA the first day of teacher orientation last fall.

And it was "strength in numbers" that NEA celebrated as Gonzalez brought Association membership to the 2 million mark.

At an Orlando press conference held in Gonzalez' honor during American Education Week, NEA President Keith Geiger proclaimed, "We are proud to add Nellie Gonzalez to our dedicated ranks of education employees. With Nellie Gonzalez and the rest of our 2 million members, we have the strength we need to tackle the hard problems facing education—and the nation."

Geiger noted that NEA has become the largest professional organization and labor union in the nation, doubling its membership in the last 22 years. During the education reform era alone, NEA membership has jumped from 1.63 million members in 1983 to 2 million today.

That's in stark contrast to the proportion of the nation's total workforce that's unionized—down from 29 percent in 1975 to 17 percent today.

NEA's two-millionth member is of Puerto Rican ancestry and fluent in Spanish and English. Gonzalez says she's proud to hold such a notable place in the Association's growth. "The more members the union has, the more effective it can be in gaining good salaries and benefits for the members," she explains.

Joe Di Dio

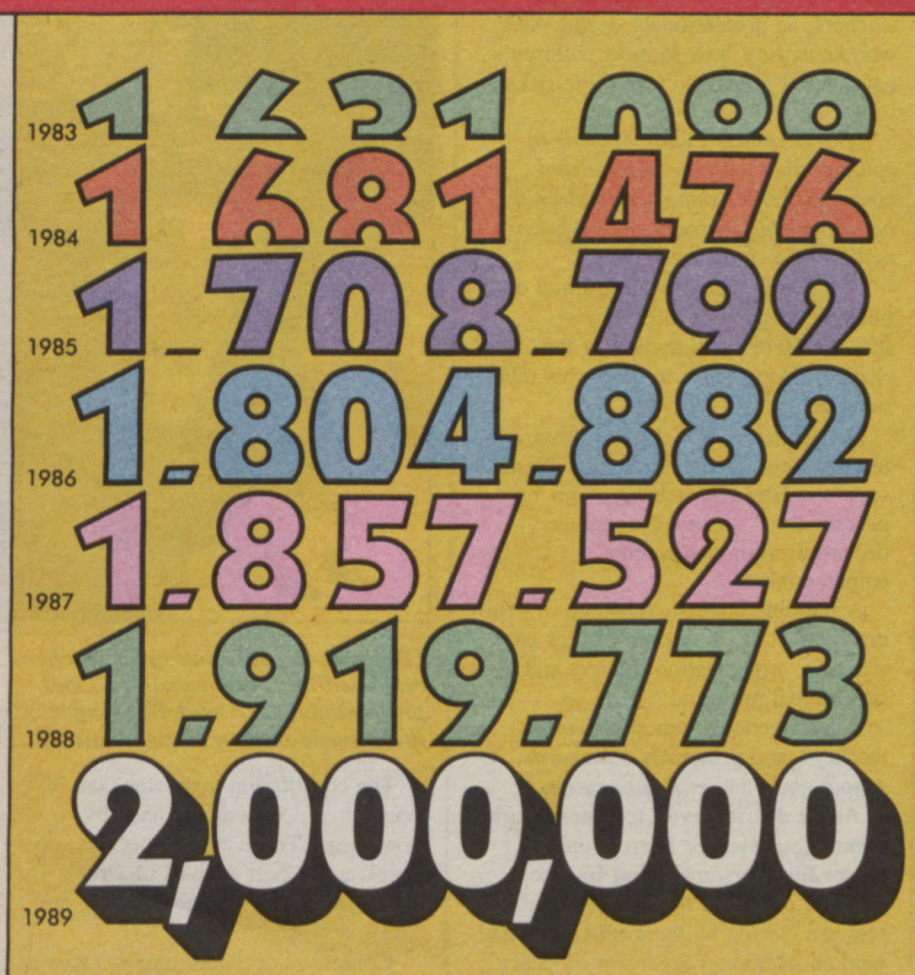
In Nellie Gonzalez' Orlando, Fla., school, NEA President Keith Geiger offers his congratulations to NEA's two-millionth member.

The NEA Board of Directors, at its December meeting, honored Gonzalez and two other members who represent milestones in NEA's growth. It was 22 years ago that Donald Harris, then a physical education teacher from Norco, Calif., carried Association membership past the 1 million mark. "I look at the tremendous growth we've achieved since then," says Harris, now a high school science teacher in Corona, Calif., "and I recognize that it's the backing of such a large Association that's helping us reach our goals."

In 1953, the Association celebrated an early milestone when Eloise Pendarvis, a first grade teacher from North Augusta, S.C., became the 500,000th member. "NEA kept me on my toes during my 39 years in the profession," the retired teacher recalls. "I'm elated to see the tremendous growth in the number of people joining this noble organization."

The lion's share of NEA members—about 80 percent—teach at the elementary or secondary level. Another 70,000 are faculty members in institutions of higher education. More than twice that number are employed as teacher assistants, bus drivers, cafeteria workers, school custodians, and in other support positions, at both K-12 and postsecondary levels. Other NEA members aren't now working in education—they're either retired educators or college students preparing to teach.

—Vicky Lytle



News Beat

■ **Learning Labs** — NEA members in four more school districts will launch innovative school restructuring projects as sites for NEA's Learning Laboratories Initiatives. The four districts are Mendon, Mich.; Greece, N.Y.; Chickasha, Okla.; and Greensburg Salem, Pa. That brings the total of Learning Lab sites to eight.

■ **Wage Gap** — Women public high school teachers make $1,134 less than their male colleagues. After accounting for differences in years of experience, educational levels, and pay for extra duties, a University of Michigan researcher still finds a sizable wage gap. One possible explanation: women transferring to new districts don't get full credit for experience.

■ **No Safety Net** — "Discarded children." That's the term a House committee uses to describe the growing number of American children—now nearly 500,000—living in detention centers, hospitals, foster homes, and mental health facilities. A recent committee report predicts the number could reach 840,000 by 1995.

■ **Quantum Leap** — The first issue of *Quantum*, a magazine written by Soviet scientists for advanced students, has hit the newsstands. Translated from its Russian counterpart, *Kvant*, the magazine contains math, science, and logic problems for kids. Its publishers say future issues will be written by U.S. and Soviet authors.

■ **Sticker Shock** — The cost of drug abuse to American society now totals more than $60 billion a year, according to a new federal study. The substantial rise over previous years is caused by increased drug-related medical bills and costs for expanded law enforcement systems.

■ **Everyone Counts** — The U.S. population will pass the 250 million mark on Feb. 15, if members of the armed forces living abroad are included, May 15 if they're not.

WELL PUT!

John S. Abbott

"We need to adopt that famous Noah principle: No more prizes for predicting rain. Prizes only for building arks."

—Louis Gerstner, CEO RJR/Nabisco

CHANGING TIMES

We, the

in Pursuit of

NEA members in suburban Chicago have exchanged their contract for a constitution, time clocks for committee slots, and occasional input for decision-making power. With more demands on time comes more money. With more responsibility comes risk.

If you could, would you—

► Involve the teachers in your school as key decision makers in everything—from hiring to budgeting to shaping curriculum?

► Require all new teachers in your district to have masters degrees within five years of taking the job?

► Reduce your pay scale from 23 steps to 12—with top teacher salaries topping $60,000 a year?

► Lengthen the school year by 10 days?

► Pay teachers premiums for taking on districtwide responsibilities or serving as instructional leaders?

► Recast your contract as a constitution—with preamble and mission statement, and without clauses specifying hours of work or planning time?

In Glenview, Illinois, NEA members have decided to do all the above.

After two years of discussion, Glenview Education Association members voted to ratify a contract many believe will lead to a new definition of teacher professionalism.

About 3,000 children attend kindergarten through eighth grade in Glenview, an upper-middle class suburb 20 miles north of Chicago.

The 230 teachers who work in the Glenview district's six elementary schools and one junior high are experienced and respected. They're also supported by a community often generous with praise—and resources.

Not everything in Glenview is idyllic, of course. In the early '80s, "we went through some rough eyeball-to-eyeball confrontational bargaining," says GEA activist and first grade teacher Mary Stump.

"We knew there had to be a better way," Stump recalls, "so the GEA negotiating team began meeting with school board members in long "strategic bargaining" sessions, working toward consensus, toward a restructuring of education in Glenview.

What they came up with is a contract in the form of a constitution. Its sections delineate common goals, expectations for Board members and teachers, and a wholly new committee structure that involves parents and teachers in decision making at both building and district levels. "Bylaws" contain more traditional contract language on salaries, leaves, and the like.

GEA President Marilyn Miller explains the radical departure: "Schools have got to change, because society has changed. Our constitution gives teachers standing to help make sure Glenview schools change in the right ways."

Not all GEA members agree with the new approach. Some express concern that the constitution doesn't offer the protections of a traditional contract. They worry that committees now resolve problems previously resolved through grievance procedures, that unrealistic demands are being made on teachers' time, that roles aren't clearly defined, that the trust needed to build consensus isn't there.

"We've lost many of our rights," says Kate Norwood, fourth grade teacher and GEA executive committee member. "People here are leery of the new system and unprepared to take part in it, but they're afraid to say anything bad about the constitution for fear they won't be seen as team players—and that will affect their evaluations."

Miller doesn't agree that rights have been lost. She says more people are speaking up than ever before.

"There's no question this is a risky endeavor," she acknowledges. "But I believe we have an obligation—as teachers, as professionals, as the ones who know best how to meet children's educational needs—to take these risks."

"The Glenview Public Schools in collaboration with the parents and community shall empower children to be responsible learners and decision makers in a changing society."

That's how the new constitution defines the mission of Glenview's schools. Here's a summary of the changes taking place to carry this mission out.

Shared decision making. Fifth grade teacher Georgia Gebhardt calls Glenview's radical restructuring "our own *perestroika.*" Its new foundations: decentralization and teacher empowerment.

A building council, made up of principal and staff, is responsible for each school's "organization, budget and educational program."

A local school council of parents, teachers, and principals determines school goals and evaluates results.

At the district level, teacher-majority committees oversee instructional leadership, personnel, and finance. Teacher members of the three committees are elected by their colleagues and paid an additional 5 percent of salary.

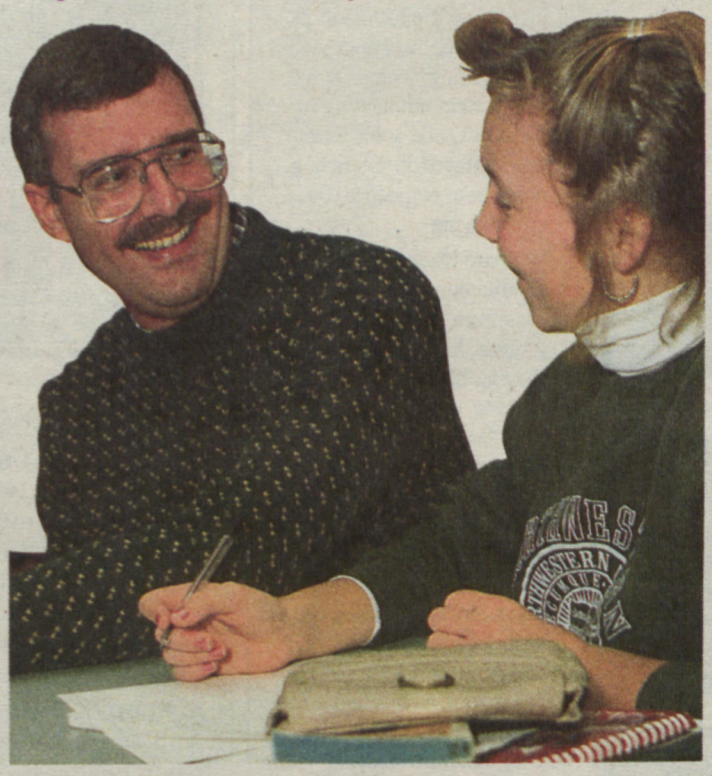
"The new Constitution gives teachers responsibility, accountability, and professionalism," says Henking third grade teacher Chuck Sentell.

The constitution mandates that all committee decisions be made by consensus. There are no motions, no votes, no Robert's Rules of Order. By disagreeing, any person can stop any action.

Consensus decision making takes a

CHANGING SCHOOLS

Teachers



Photographs by Todd Panagopoulos

Glenview staff teach kindergarten through eighth grade in seven area schools. Pictured from left with students: Glenview Education Association President Marilyn Miller, Marlene Lazzara, and Scott Buzard. Above, peer teaching in an innovative program at Henking Elementary School, where third graders teach first graders to read.

Professionalism

lot of time, and that causes teacher frustration throughout the district. But, says world geography and language arts teacher Scott Buzard, there's a flip side. "It's great knowing that when decisions that really affect my teaching and the students are made, I'll be in on them."

Revamped salary structure. In the 1991-92 school year, Glenview teachers with masters degrees will be placed on a 12-step salary scale that starts at $34,000 and ends at almost $62,000.

New teachers hired without masters degrees will be placed on a five-step salary scale that starts at $25,000 and ends at $30,000. After five years, if they haven't gotten masters degrees, their contracts won't be renewed. Current teachers without masters degrees can go on working in the district, but will be placed on a separate salary scale.

"The salaries are fantastic," says first grade teacher Mary Stump, "but it's what we should be paid. After all, if teachers don't do a good job, then every other profession suffers."

"We're very competitive with the outside world," says Glenview Superintendent Bill Attea. "To attract and retain the best teachers, that's where we need to be."

Professional development opportunities. "We realized we had a lot of instructional experts here, and they're here all the time," says teacher Scott Buzard. "The PEER project lets us all benefit from their expertise."

PEER (Promoting Excellence in Education through Recognition), established by a group of teachers and administrators in 1986, was written into the new constitution.

PEER specialists are teachers, selected through rigorous screening by colleagues and administrators, who spend time outside of class becoming subject area or instructional experts and helping other teachers. For three extra weeks of summer work, plus extra time spent year-round, PEER specialists earn an extra 10 percent of salary.

Marlene Lazzara, director of the Learning Center at Henking Elementary School, is an instructional specialist.

"Teachers plan with me weekly to do meaningful library activities," says Lazzara. "They come to me with problems they wouldn't have talked to anyone about three years ago."

Freedom to innovate. Springman Junior High's 600 seventh and eighth grade students are split into four "houses" of 150 students each. Springman teachers are split into four groups as well, assigned to the same group of students for both years they attend the school.

At Henking, five K-3 teachers decided to work together. They train third graders to help teach first graders to read. Henking's kindergartners attend school for full days.

All these innovations are encouraged and financed by the Glenview schools.

"We're only limited by the power of our imaginations, and, of course, the research that shows what will work," says Mary Stump. "A lot of what this boils down to is trust. People are real proud of the schools here and willing to spend the money, but they want results."

Shared decision making, shared accountability. That's the bottom line in Glenview—and that means some radical role changes. One vivid illustration occurred at a recent meeting of a districtwide committee charged with overseeing the PEER program, staff development, and curriculum. Present were four teachers, a school board member, a district administrator, and the superintendent.

The group approved a request from three teachers to attend a research conference in Boston. It approved a new policy allotting each PEER specialist $500 a year to use at discretion.

When copies of a new page were needed to continue discussion, no one looked up. A teacher continued chairing the meeting, an administrator kept on taking notes, and the superintendent scurried to the copying machine.

—Stefanie Weiss

HUMAN RIGHTS

Celebrate People

The remaining months of the school year are an exciting time for celebrating the cultural and racial diversity of America's children. Since ethnic observances will occur almost every month, you may want to incorporate some of the following suggestions into your classroom routine.

► **Black History Month** occurs in February and commemorates the birthdays of Abraham Lincoln (Feb. 12, 1809) and Frederick Douglass (Feb. 14, 1817). It provides an occasion for publicizing the contributions of Blacks to American history. The 1990 theme: "The Father of Black History: Carter G. Woodson—A Living Legend."

► **National Women's History Month** takes place in March and commemorates March 8, 1857, when women textile and garment workers in New York City demonstrated against low wages and 12-hour workdays. This year's theme: "Courageous Voices Echoing in Our Lives."

► **National Asian/Pacific American Heritage Week,** which occurs during the week of May 5-12, commemorates the arrival of the first Japanese immigrants (May 7, 1843) and the joining of the two parts of the first continental railroad (May 10, 1869), built largely by Chinese immigrants. The 1990 theme: "Asian/Pacific Americans: Commitment, Contribution, and Community."

► **Cinco de Mayo,** May 5, commemorates the 1862 Mexican victory over the French at Puebla.

► **American Indian Citizenship Day,** June 2, commemorates the day in 1924 when an Act of Congress conferred citizenship on American Indians.

Classroom Suggestions

► Help students understand racial and ethnic differences by having them prepare reports on their countries and nations of origin. Correct students' misunderstandings or ignorance about race by having class discussions about how Americans have traditionally classified people according to race (by appearance, parentage, ancestry, speech, customs); about the arbitrariness of racial distinctions; and differences within minority and nonminority groups.

► Teach about the contributions that women of all ethnicities have made to the development of this country. Enhance curriculum by asking students to research, write about, and discuss what the various groups of women were doing during the historical period you are studying. Ask students how women's and men's race, ethnicity, marital status, and social class are portrayed in the fiction, nonfiction, or poetry you are studying.

► Share examples of the contributions Black Americans from diverse backgrounds have made toward shaping life today. Ask students to write papers on, draw or paint portraits of Black and other ethnic minority Americans.

► Teach students about the diversity among their Asian and Pacific Islander classmates. Include lessons on U.S. immigration history, comparing the immigration patterns of Asians and other groups to and within the U.S. Enhance students' understanding of the Asians and Pacific Islanders' countries of origin, the struggles of those who first came to this country, and how these people have enriched the United States.

► Help students understand the variety of backgrounds of their Hispanic classmates. Compare the struggles of the Mexican Americans, for example, with those of other Americans.

► Help students develop an appreciation of their American Indian and Alaska Native classmates. Have the students engage in class discussions about the suffrage movements of American Indians/Alaska Natives and other groups of Americans. Organize class projects in which students write reports on incidents in U.S. history from the Indian point of view.

—Mary Faber, NEA Human and Civil Rights

Resources

Afro-Am Publishing Co., 819 South Wabash Ave., Suite 610, Chicago, IL 60605. (Write for a free, multicultural catalog.)

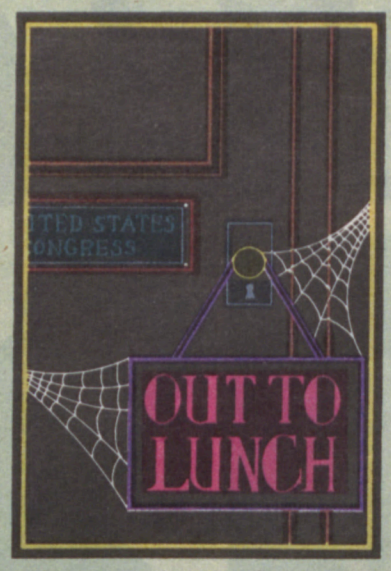
Japanese American Curriculum Project, 414 East Third Ave., San Mateo, CA 94401. (Enclose $2 for a catalog that includes materials about all Asian/Pacific groups.)

National Council of La Raza, 810 First St., N.E., Washington, DC 20002. (Write for a free publications guide.)

National Women's History Project, 7738 Bell Road, Windsor, CA 95492. (Enclose $1 for a catalog of multicultural women's materials.)

WASHINGTON WATCH

Unanswered Questions



Each year 13 separate federal appropriations bills wend their way through a series of competing and conflicting committees. Witnesses testify—often in empty rooms—that their program or project is the most essential component of our nation's future strength. Congressional staff slam doors and get into fistfights so the members of Congress won't have to do anything unseemly.

At the last minute, some kind of deal is struck, and the members say, "Let's pass that turkey and get the heck out of Dodge."

The 26 Appropriations subcommittee chairs say what they always say: "We got a good bill." The President is happy. The leadership is happy. The bipartisan majority is happy. And the American people are left scratching their heads.

At the end of the session, Congress leaves Washington. This past session, more than most, leaves citizens without plausible answers to some interesting questions:

► Did you do anything about education?

► Have you provided adequately for prenatal care, nutrition, community- and family-building initiatives, a child care program that will address developmental and social needs?

► Did you do anything about the drug problem—prevention, enforcement, and treatment?

► Have you decided what you'll do to make sure Americans have decent housing and to maintain and rebuild the nation's infrastructure?

► What are the chances of your funding a range of educational programs that will bring choice to the kids whose choices are the most limited?

► What are you going to do to make sure we have a new generation of teachers to accomplish the miracles you promise now?

While we're at it, a couple more questions spring to mind:

► If not now, when?

► If not you, who?

—Michael Pons, NEA Government Relations

Local Look

INDIANA

When teachers in the North Newton school district went on strike last fall, one principal told several parents not to worry. "This strike won't last long because it's being led by women," he said. "The teachers will come back like whipped puppies."

"That only made us more angry and more determined," says North Newton Education Association Co-president Michele Neumann, an elementary special education teacher. "Over the years, less and less respect has been shown to teachers, education hasn't gone anywhere, and we felt we had to do something."

The principal's comment—and stagnant education conditions—helped unite the community behind the 100 teachers. After three weeks, when a mediator was called in to settle the dispute, teachers returned to work more like lions than "whipped puppies," and their principal assumed his rightful place—in the doghouse.

The new contract contains tougher due process language, increases in salary and health insurance benefits, and language assuring administrator support when teachers discipline students.

"It was a strike for respect and dignity," Neumann says, "and we won."

SOUTH CAROLINA

By at least some measures, students in the Orangeburg, S.C., schools are doing much better than they did a few years ago. The introduction of computers into the curriculum may help explain why.

Members of the Orangeburg District Five Education Association sought parental support for efforts to raise the school district's unacceptably low student achievement scores. Then the Association—with strong support from a revitalized Parent Teacher Organization that had tripled in size—led a fundraising drive to buy the district's first 10 computers. In 1988, the district purchased 140 more computers.

"We initiated a math and language arts remediation program that enables students to get reinforcement from both the computer and the teacher," says local President Izetta Buckner. Students failing to meet minimum standards in reading and math were required to attend school for one to two extra hours a day to get help.

The result? Achievement rates on the Comprehensive Test of Basic Skills climbed from a low of the 14th percentile in 1975 to the 57th in 1988.

IN RURAL VIRGINIA

Miners, Educators Stand Together

PITTSTON REMEMBER - JUNE 21, 1983 MARY KATHLEEN (CAT) COUNTS
PITTSTON REMEMBER JUNE-21, 1983 ERNEST A. HALL
PITTSTON REMEMBER JUNE-21, 1983 EUGENE MEADE
PITTSTON REMEMBER JUNE-21-1983 FORSTER RINER, JR (F.C.)
PITTSTON REMEMBER - JUNE-21, 1983 DALE STAMPER
PITTSTON REMEMBER JUNE-21, 1983 COVEY FRENCH

United Mine Workers

President Eda Gay Patton (inset) before a march in memory of seven miners killed in an explosion at a Pittston mine.

When the Dickinson (Va.) Education Association prepared to argue for better health coverage before the County Board of Supervisors meeting last year, the president of McClure One 2274, the local mine workers union, offered assistance. DEA president Eda Gay Patton suggested the mine workers attend the meeting, and over 200 miners showed up in support. A few months later, the miners attended a school board meeting, again expressing their support for the teachers.

Over the past nine months, it's the miners—locked in a bitter dispute with the Pittston Coal Company—who've needed support. And DEA has responded in kind.

"Many of our members walked the picket lines and brought food to the striking miners," says Patton. "And this past summer, when the miners couldn't hold the memorial service for the seven miners killed in an explosion at the McClure mine because their resources were drained by the strike, we organized the service and held a march in support. Over 400 teachers, miners, and children marched together that day.

"Here in southwest Virginia, we take pride in our history of helping one another," adds Patton. The miners felt good because, as they put it, 'we helped the teachers,' and now many of our members are proud because we've been able to give the miners support in their time of need."

At press time, it appears the strike may be coming to an end. Negotiators reached a tentative settlement January 1, and striking miners were getting ready to vote on the tentative contract.

NEW HAMPSHIRE

Several locals in the NEA- New Hampshire Seacoast region are expressing concern over state plans for evacuation in case of a disaster at the nearby Seabrook nuclear plant.

The state proposes to make teachers responsible for evacuating their students. Seacoast Education Association President Les Shepard notes that 97 percent of area teachers say they'd take care of their families first.

The local Associations are asking Gov. Judd Gregg to take account of the flaws in the evacuation plan for the plant, which is expected to reopen in the near future.

Seabrook Elementary School teacher Carol Seeley sums up the situation this way: "I don't think it's fair that we're forced to choose between our families and the students we care about very much."

ARIZONA

Improvements in holiday pay and salary have been key to membership growth in two metropolitan Phoenix, Ariz. ESP locals.

Phoenix Elementary ESP grew by 30 percent this school year following successful meet-and-confer negotiations last year.

"We achieved, among other things, a good raise and a new five-day paid holiday for two-hour workers," explains local Association President Lupe Gonzales.

In the Kyrene district, the three-year-old Kyrene Classified Association nearly doubled in size this year. The reason: a salary settlement last year that members describe as "remarkable."

The 9.12 percent increase included funds for correcting discrepancies in how classified workers are paid over holidays.

NEVADA

It was a tough fight, but the 3,800 members of the wall-to-wall Clark County Classified School Employees Association feel the contract they recently ratified was worth the struggle. CCCSEA got more than $700,000 to redress pay inequities, a 6.25 percent salary increase for all members, a tool allowance for custodians, and a guaranteed six-hour day for bus drivers.

President Annie Barclay says that negotiations were particularly bitter over the job inequities issue. When a board member suggested that CCCSEA give up any salary increase to pay for job reclassification, Barclay put the issue in perspective: "That's like asking a rape victim to bail out her attacker because they shared an intimate moment".

"In the end, part of the reclassification money came from our salary package and part from a 'revenue trigger' that kicks in more funds every time enrollment goes up," Barclay reports.

State Side

MIDWEST

Association-backed proposals to raise needed state revenue for education were soundly defeated by voters in Michigan and North Dakota last fall.

North Dakota voters repealed several tax measures recently passed by their state legislature. The vote will mean a $33.5 million cut in K-12 education funding over the next two years—and, as a result, teacher layoffs and severe cutbacks in curriculum.

For the seventh time in 18 years, Michigan voters defeated tax initiatives that would have increased state education funding. At the same time, Michigan Education Association Director of Government Affairs Al Short says, "We've seen the greatest increase in property taxes at the local level in years."

What does that mean? In both states, Association analysts say voters rejected "big government"—not education spending.

SOUTHEAST

The Mississippi Association of Educators is backing Governor Ray Mabus' $500 million education reform finance proposal, including a controversial lottery plan expected to raise $180 million for education. The remaining $319.7 million of the reform funds would come from projected increases in the state's general operating fund.

Among the reforms in the proposed package are a three-year, $36 million statewide health insurance plan, along with a $1,800 pay raise for teachers, to be spread over two years. The program will give monetary rewards to exemplary and innovative schools that meet high performance standards. At the same time, it will substantially deregulate schools.

NORTHEAST

Connecticut is home to the highest per capita income in the nation—and three of the 10 cities in the U.S. with the highest rates of child poverty.

To show people "how the disparity between image and reality affects kids in our public schools," Connecticut Education Association Vice President Judy Boos says CEA will launch a statewide education campaign this month.

Trained CEA members will speak across the state, and show a CEA-produced video, all about the problems of racial and ethnic isolation.

"People have an image of Connecticut—wealthy, small town, rural. But there are tremendous pockets of poverty here," says Boos.

WEST

Business and education both have clout in state legislatures, but the two communities don't always understand each other. A common result: stalemate on reform.

To increase mutual comprehensibility, the Colorado Education Association has designed a program of business roundtables—monthly breakfasts where, says CEA president Dan Morris, "our members can educate business people about what schools are really like, and they can in turn get insights into the kinds of changes occurring in the business community."

This year's roundtables are focusing on restructuring schools. CEA hopes both communities will reach consensus on the direction for Colorado schools.

PACIFIC

The 8,000-member Montana Education Association has reason to be proud. Thanks largely to MEA efforts, the next school year will bring with it the state's most sweeping education finance reform package in 40 years.

In a recent special session, Montana legislators committed the state to increase K-12 expenditures by nearly $100 million to meet court-ordered funding equalization requirements. The number of state equalization dollars per student going to districts will increase over fiscal 1987-88 levels by almost 28 percent for elementary school districts with more than 300 students, by over 17 percent for those with less than 300 students, and by 25 percent for high school districts. Spending for special ed programs will increase by 25 percent.

MID-ATLANTIC

If a legislator, community leader, or parent wants to know how educators feel about the latest developments in education reform, they need only pick up the latest issue of *Speaking Out*, a new publication from the Kentucky Education Association.

KEA developed the newsletter as part of a statewide effort to give teachers' perspective on education reform, particularly in light of a recent supreme court decision that declared the state's education system unconstitutional.

In its premiere issue, entitled "An Open Letter to the People of Kentucky from Kentucky's Teachers," KEA stressed the need for cooperation in the critical task of revamping the state's education system. KEA also noted the importance of strengthening the three cornerstones designated by the court: adequacy, equity, and funding.

REFORM AND REWARDS

Teacher Salary Averages By State, 1982 and 1988

1988 Rank	State	1988 Average Salary	1982 Rank	State	1982 Average Salary
1	AK	$41,693	1	AK	$33,983
2	CT	37,339	19	CT	20,731
3	NY	36,500	3	NY	25,000
4	CA	35,285	5	CA	24,035
5	MI	34,419	2	MI	26,556
6	RI	34,233	8	RI	23,175
7	MD	33,700	9	MD	22,786
8	NJ	32,923	14	NJ	21,536
9	MA	31,670	17	MA	21,440
10	DE	31,605	20	DE	20,625
11	MN	31,500	11	MN	22,296
12	IL	31,195	10	IL	22,315
13	WI	31,046	15	WI	21,496
14	HI	30,778	4	HI	24,796
15	PA	30,720	18	PA	21,178
	US average	29,567		US average	20,715
16	CO	29,558	16	CO	21,470
17	OR	29,500	13	OR	21,746
18	WA	29,176	7	WA	23,488
19	OH	29,152	23	OH	20,004
20	VA	29,056	29	VA	18,535
21	NV	28,840	12	NV	22,070
22	AZ	28,684	24	AZ	19,962
23	IN	28,664	22	IN	20,123
24	GA	28,038	40	GA	17,412
25	WY	27,685	6	WY	23,690
26	KS	27,401	35	KS	18,231
27	VT	26,861	46	VT	16,271
28	NH	26,703	44	NH	16,549
29	FL	26,648	33	FL	18,275
30	TX	26,513	26	TX	19,550
31	MO	25,981	39	MO	17,521
32	IA	25,884	28	IA	19,257
33	NC	25,650	38	NC	17,585
34	TN	25,619	42	TN	17,380
35	NM	25,205	21	NM	20,470
36	AL	25,190	36	AL	17,850
37	SC	25,060	45	SC	16,523
38	ME	24,933	47	ME	16,248
39	KY	24,920	32	KY	18,385
40	MT	24,414	27	MT	19,488
41	NE	24,203	41	NE	17,412
42	UT	23,023	25	UT	19,859
43	ID	22,860	37	ID	17,585
44	LA	22,470	30	LA	18,420
45	ND	22,249	31	ND	18,390
46	MS	22,036	50	MS	14,320
47	OK	22,000	34	OK	18,270
48	WV	21,904	43	WV	17,322
49	AR	21,692	49	AR	15,029
50	SD	20,480	48	SD	15,595

Source: NEA Research

Innovation

How NEA members are changing the way schools work.

In Hawaii

Teachers See Students Through

James Campbell High School in Ewa Beach on Oahu has all the problems many urban schools face: rampant vandalism, high dropout rates, and daily absenteeism that cuts the student body by a third. Students' self-esteem is low, and a recent survey shows that many don't see any connection among the subjects they study.

Some administrators and faculty thought increased security might improve school conditions. But language arts teacher Clint Marantz wanted to try something different: organizing teachers, students, and the curriculum in a new way, with the aim of increasing students' self-esteem.

"Only 10 percent of our graduates go on to college," notes Marantz. "Self-esteem is so low that the valedictorian of a recent senior class decided against attending a four-year college for fear she wasn't 'good enough' to succeed there."

Marantz' solution: Communication Arts Learning Multidisciplined (CALM), a program where math, language arts, social studies, science, and physical fitness/nutrition are team-taught by four teachers who will remain with the same group of students throughout their four years at Campbell. Marantz thinks the close relationship that will develop over four years will in itself make the kids feel good about themselves.

The four Association members—Marantz (who serves as program director), John Bickel, Curtis Matsushige, and Lane Morikawa—developed the program together last August. In September CALM started up with 120 ninth graders—slightly more than a fourth of all freshmen—who chose to participate. To get to know the kids and begin to connect with them, Marantz and his teammates used questionnaires to find out about each one's learning style, interests, and home situation.

The team is also reaching out to involve students' families. During the second week of school, for instance, the teachers invited parents to a meeting where they explained what was in store for the kids. "Seventy parents came," notes Marantz. "That's a phenomenal turnout for Campbell. We're encouraged."

CALM involves more than just pairing 120 students and four teachers for four years. The program also stresses the relationship among the major disciplines and requires students to take an active role in learning.

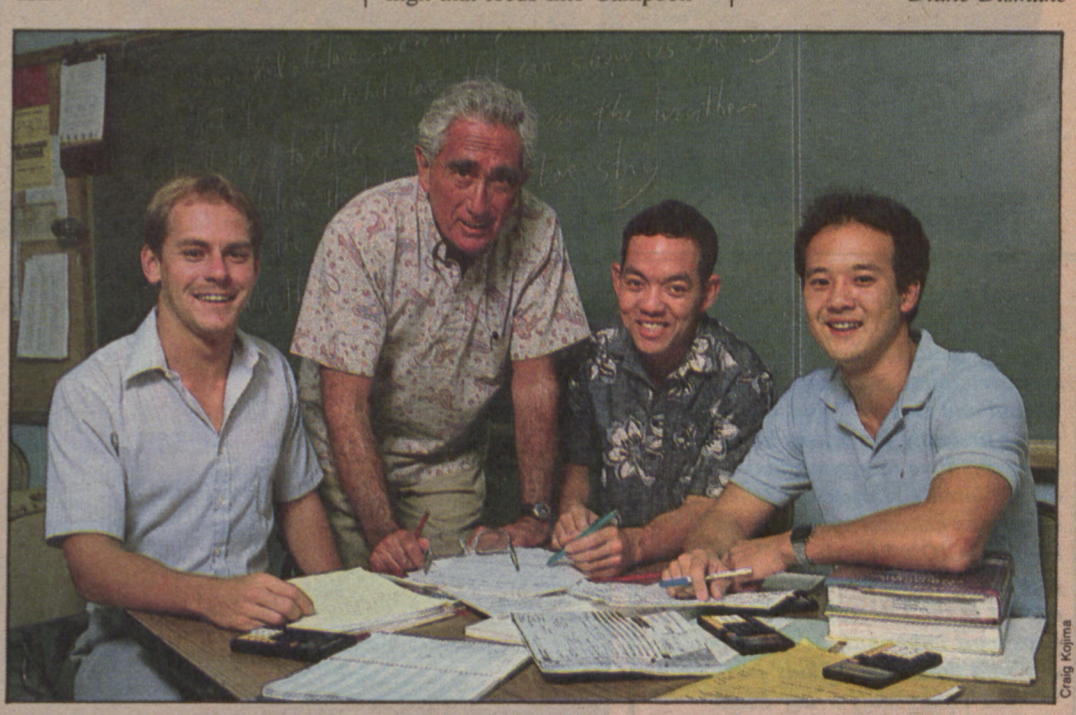
For example, after attending seminars that introduce a variety of themes and concepts crucial to living in today's world, each student must select one as the basis for an individual quarterly project. The projects can take any of the art forms—music, painting, drama, or writing.

All students must keep a daily journal with entries that include not only personal thoughts but observations and questions about the curriculum.

CALM's smooth start didn't just happen. Marantz put three years into planning it and in 1988-89 took a leave of absence to find funding. He came up with a $52,000 federal Chapter Two developmental grant (which may be extended for at most two more years) for the first year. With money in the bank, Marantz visited the junior high that feeds into Campbell and invited eighth graders to apply for the program.

Now that CALM is off and running, the next step is to keep track of significant changes that occur in the kids. The Pacific Basin Educational Research Center, which comes under the auspices of the U.S. Department of Education, will evaluate student progress.

—Diane Dismuke



Craig Kojima

Hawaii teachers (left to right) John Bickel, Clint Marantz, Curtis Matsushige, and Lane Morikawa work together to keep the 120 ninth graders in their Campbell High CALM program from dropping out of school.

In Iowa

Teams Break Isolation

Problem: *A volatile mismatch between the organization and curriculum of middle grade schools and the intellectual, emotional, and interpersonal needs of young adolescents.*

Solution: *Create small communities for learning, where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth.*

That's the conclusion the Carnegie Council on Adolescent Development reached last summer—and an Iowa school district reached three years ago.

In 1987, after five years of study, the Cedar Rapids school district and members of the Cedar Rapids Education Association made the switch from junior highs, housing grades 7-9, to middle schools, housing grades 6-8. But just moving grades around wasn't the point. Cedar Rapids educators restructured the six new schools to make them teacher- and adolescent-friendly.

The key difference: teams. Now teams of three to five teachers teach a common core curriculum—math, science, language arts, social studies, and personal development—to teams of 75 to 120 students. Music, physical education, visual arts, and other "exploratory subjects" are also taught by teacher teams.

Harding Middle School teacher Ray Hinkly's sixth grade team is made up of four teachers and 114 students. Hinkly's day is divided into eight 45-minute periods. He teaches math for two periods and science for four periods, then has two planning periods—one to himself and one with his teaching team.

"Teaming allows us to understand kids better, to reach them better," Hinkly says. And it benefits teachers, he adds: "We're more creative when we start bouncing ideas off one another instead of feeling like we're out there all alone."

Roosevelt Middle School counselor Jinny Adams says the restructured schools provide a more developmentally suitable environment for adolescents who are "truly in a middle stage, going from dependency to independence."

Adams works with four teams, meeting formally with each group of teachers at least once a week. She says the team approach benefits students both individually and collectively.

"The teacher/student relationship is much closer," Adams notes. "Teachers see the whole child, not just 40 minutes' worth. So when a student has an academic or behavioral problem, teachers are able to catch it—and act on it—a lot faster.

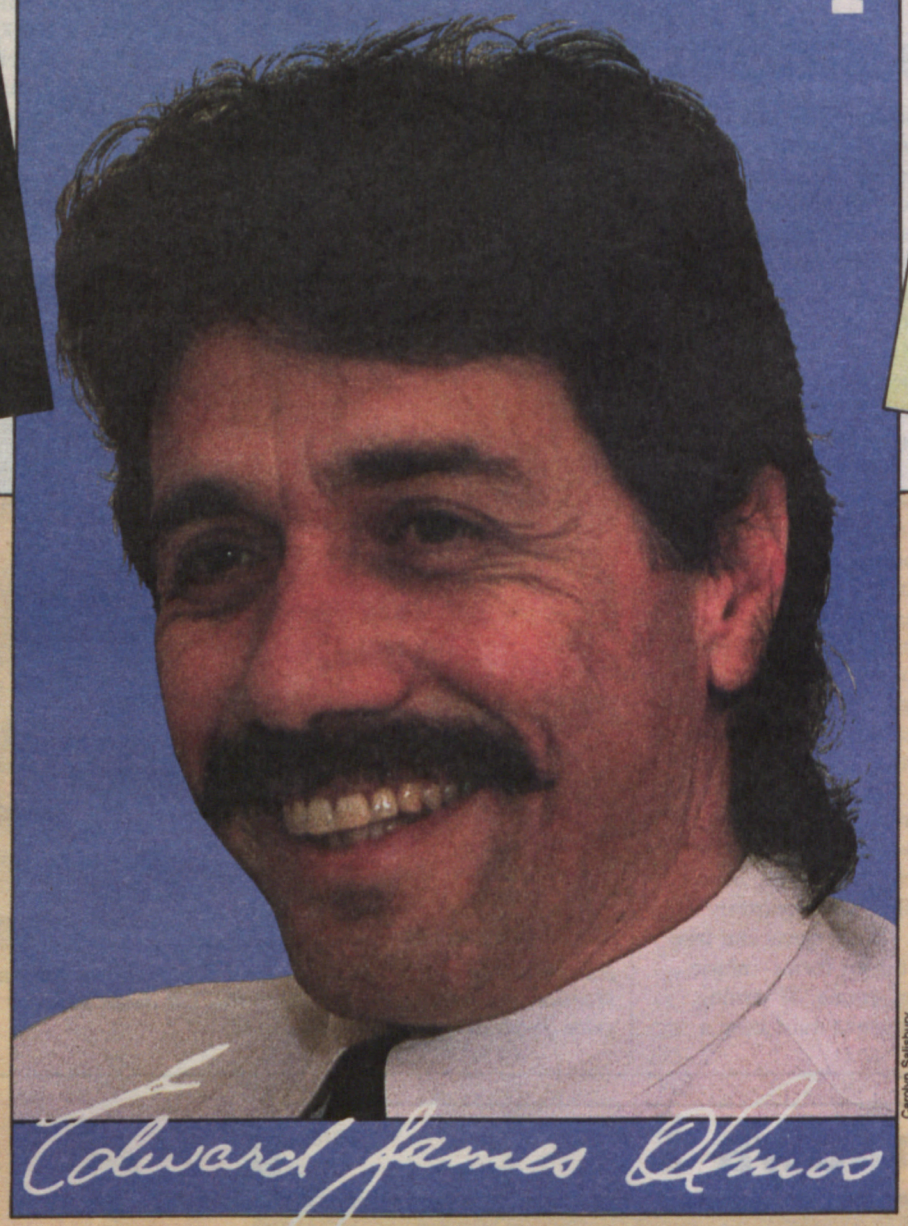
"Plus, I'm seeing that teaming benefits groups of kids," Adams adds. "Each team has its own logo, its own personality. So many kids have gained a sense of identity because they belong on a particular team."

—Stefanie Weiss

Meet:

Warner Bros.

Inspired To Act, Motivated To Help



Carolyn Salisbury

B. Kulakowski/Nova International Films, Inc.

Edward James Olmos displays the faces of four film characters he's played. Far left, in "Woolfen;" above, in his latest release, "Triumph of the Spirit."

Edward James Olmos

Edward James Olmos may be best known for his critically acclaimed portrayal of math teacher (and NEA member) Jaime Escalante in the film "Stand and Deliver." But Olmos also works tirelessly for causes he believes in, giving time to organizations like the Children's Hospital of America, serving as national spokesperson for the AFL-CIO's "Union Yes" campaign, and being a visible anti-gang activist in the Los Angeles area. Perhaps most important, he meets personally with thousands of kids every year.

NEA Today ***staff writer Diane Dismuke interviewed Olmos recently in Washington, D.C.***

You talk with groups of kids in all kinds of places—migrant worker camps, Indian reservations, juvenile homes. How did that start?

I was invited to speak at a Los Angeles high school back in 1978. That high school passed me on to another, which passed me on to another, which passed me on to a library. I then spoke at library after library throughout California. From there, I went to the juvenile halls.

As the years passed, I found myself speaking more and more. I now talk with between 5,000 and 25,000 kids each month.

What do you talk about?

First I put us all on an equal footing by telling the kids that I come from the same background as many of them—the same neighborhood, same economic circumstances. My family's first house in East Los Angeles had dirt floors.

This neutralizes the room, establishes parity. From there, I explain that I was an average student who learned that by discipline, determination, perseverance, and patience, anyone can reach the highest goals.

From then on, the kids' questions determine what we'll discuss. In answering their questions, I pose questions to them. Although we talk in groups, the sessions get very personal.

What are some of their questions?

Kids want to know what schools I went to, how I was brought up, what I eat for breakfast, the color of my underwear, how much money I make, why I became an actor, and my feelings about everything from the state of the union to teen pregnancy.

What are your feelings on teen pregnancy?

That it's a situation where everyone involved is going to learn a lesson about life—from the child who comes into the world, to the child giving birth, to the father of the newborn, to the parents of the new mother and father, to the school system, to the community. It's a very hard road.

Kids could learn the same things an easier way—through looking at audiovisuals and films and talking with older, more experienced people.

It all goes back to education. You can get rid of a lot of the mystery surrounding teen pregnancy, drugs, alcohol, and other problems through education.

How do you feel about today's youth?

As a society, we've hit the bottom of our value system, and our children's behavior reflects this. But we're starting to recognize the problem, and we're looking at how we must improve education at both the national and the local levels.

You do a lot to help Recruiting New Teachers, a national public service campaign that aims to encourage people to become teachers and to improve public attitudes toward the profession. Why?

I don't think there's a profession so important to the advancement of humanity that's more unrewarded, unappreciated, and underrecognized than teaching. Some day we'll value teachers enough to understand that they deserve our highest level of gratitude. Teaching should be one of our highest-paid professions.

The college professor should be paid very, very well, but the high school teacher should be paid more than the college professor. And the junior high teacher more than the high school teacher. And the elementary teacher more than the junior high teacher.

The kindergarten teacher should receive the highest salary of all, because experts have proven that our earliest years are our most formative.

I also think elementary school teachers should be motivated—and paid by society—to go for their Ph.D.'s.

My ideas are too radical for some people: they see me as an idealist, a romantic who's optimistic and just this side of Jupiter. I see myself as all of the above, but also as a pragmatist.

Did your role in "Stand and Deliver" give you any special insights into teachers?

It made me understand that Jaime Escalante isn't the exception; he's the norm. I looked around and found Escalantes everywhere. I'm so honored and proud to have been able to bring the people of the world this type of national hero—the teacher.

I also welcome the chance to work with Escalante in "Futures," a new PBS television series he'll be starting next September. It's geared to 13- and 14-year-olds, and will show the connection between junior high math and real work applications. *(See accompanying box.)*

Actor Edward James Olmos spends much of his off-camera time criss-crossing the country, trying to convince kids to stay in school and become the best they can be.

Miami Children's Hospital

Embassy Pictures

Tony Friedkin/Warner Bros.

Left, Olmos reads to two young patients at Miami Children's Hospital; above left, Olmos in "The Ballad of Gregorio Cortez"; above right, in "Stand and Deliver."

How did you develop your respect for education?

I remember my father going back to school when I was 10. He had come to this country from Mexico with only a sixth-grade education. I remember going to class with him three nights a week; I'd sit there doing my homework. When I graduated from junior high, my father graduated from high school.

My mother, a third-generation American, had only an eighth-grade education. She, too, went back to school. She not only completed high school but went on to junior college. In fact, this year she'll receive her Associate of Arts degree and become a registered nurse.

I think the value my parents placed on education is the reason I stayed in school when many of my classmates dropped out.

Do you feel parental example could reduce the dropout rate?

I think it's the only solution. The student must understand that formal education is an integral part of living—and that it must continue all through life.

Someday soon—perhaps in the next generation—we should be able to hear a great-grandparent telling a great-grandchild, "I can't play with you now because I'm late for my history class."

But that day will come only if we raise the value we place on education and educators. That change is our key to a successful future.

What's your own educational background?

I went to Montebello High School in East Los Angeles and then on to Cal State Los Angeles. I majored in sociology and criminology. In 1988 I received an honorary doctorate from the University of Colorado.

I don't think of my college studies as very far removed from acting. Sociology is the study of human behavior and its mores. Acting goes one step further and allows people to experience different events, personalities, and character traits.

You believe that the arts transcend religion and politics. Will you explain?

A theoretical but practical example: I can take a painting by a Black, Communist woman, age 35, and show it to a conservative right-wing Republican from Georgia, male, age 65. He may really love it—until he finds out it was done by a Black. Then he may pull back a little. When he finds out that the artist is a woman, he may pull back further. And when he finds out it's by a Communist woman, age 35, he'll probably pull away from it totally.

He was united with the arts until politics and religion entered the scene.

How did you get into acting?

In the summer between my high school and college years, a friend convinced me to read for a part in a community theater production. I got the part—and I've worked as an actor ever since.

The stage wasn't completely new to me even then. I'd been performing as a rock singer since I was a teenager.

What's your latest professional project?

It's a film called "Triumph of the Spirit," important as any film I've ever been a part of. It's about life in the Auschwitz concentration camp in Poland during World War II—the first movie ever to be filmed on the site of the camp. I play a gypsy inmate guard.

Teachers can use "Triumph of the Spirit" to show students what a day in a concentration camp was like. The film focuses on the moral sacrifices prisoners had to make to stay alive. And while it doesn't visually portray the atrocities that took place, it doesn't disregard them either. Holocaust survivors who've seen "Triumph of the Spirit" have been overwhelmed by its authenticity.

How do you approach the different roles you play?

What I try to do is to allow you, the member of the audience, to experience an event—and to measure it by your own sense of values. Different people see different meanings in the same movie because their value systems are different.

I've been told that my films have great social relevance and deliver important messages. But although I don't play any role I can't get passionately involved in, I think I make entertaining, commercial movies.

Escalante: TV Teacher

"Futures" is a response to the thousands of educators who want to know more about Jaime Escalante and his methods of teaching math. Each 15-minute episode of the 12-part PBS fall TV series will air during the school day so teachers can incorporate it into their curriculums. The series will also be available from PBS Video.

"Futures" is funded by ARCO and other corporations. It's administered by the Foundation for the Advancements in Science Education through FASE Productions, which works closely with the Fund for Excellence in Education. Edward James Olmos is national spokesperson for FEE, and will appear in one of the programs.

For more information, contact "Futures," 4801 Wilshire Blvd., Suite 215, Los Angeles, CA 90010.

RESOURCES

TV/Radio Tips

Capital Cities/ABC

Heroes—*Arts & Entertainment Network, Thursdays, Feb. 1 through the end of July, 8-8:30 p.m. ET.* In a 26-part historical documentary series, A&E recounts the stories of American, French, and British individuals whose extraordinary actions in World War II—or in Korea, Vietnam, the Falklands, or Grenada—earned them their countries' highest military honors. To order study guides for this program, contact A&E Community Development, 555 5th Ave., New York, NY 10017.

The Rotten Truth, A 3-2-1 Contact Extra—*PBS, Sunday, Feb. 4, 6:30-7 p.m. ET (closed-captioned).* Join host Stephanie Yu as she explores the global problem of trash—how much there is, where it goes, and what it does to the environment—and visits the Museum of Modern Garbage.

Eyes on the Prize II: America at the Racial Crossroads (1965-1985)—*PBS, Mondays, Feb. 5-March 5, 9-10 p.m. ET (closed-captioned).* Continuing the story of America's civil rights movement from the point where PBS' highly acclaimed original series left off, these programs present the dramatic events from 1965 to 1985. A viewer's guide and timeline poster are available from The Civil Rights Project, 486 Shawmut Ave., Boston, MA 02118.

Kenneth Love/National Geographic Society

Bali, Masterpiece of the Gods—*PBS, Wednesday, Feb. 7, 8-9 p.m. ET (closed-captioned).* This National Geographic special transports viewers to the Indonesian island of Bali, exploring the island's mystical culture through the everyday lives of its people.

August Wilson's Sacred Book—*American Public Radio; check local listings for stations, dates, and times.* A half-hour portrait of one of America's leading playwrights, whose ambition is to dramatize the history of Black Americans on the stage.

Challenger—*ABC; check local listings for dates and times.* This three-hour drama (photo at left) follows the lives of the seven Challenger astronauts and of the engineer who tried valiantly to prevent the launch. To order the KIDSNET-produced study guide for this program, contact your local ABC affiliate or ABC Community Relations, 77 W. 66th St., 9th floor, New York, NY 10023.

Lantern Hill—*The Disney Channel, Thursday, Feb. 1, repeats Feb. 5, 11, 19, 24, and 28; check local listings for times.* A young girl tries to reunite her estranged parents against her grandmother's wishes.

Soundprint Black History Month Specials—*American Public Radio; check local listings for dates, and times.* APR will air these special shows: *Conversations in a Black Barbershop; Keysville, Georgia: Old Dreams in the New South;* and *The 1968 Washington, D.C., Riots: Then and Now.*

These listings are provided by KIDSNET, *a clearinghouse for children's TV and radio programming located in Washington, D.C.*

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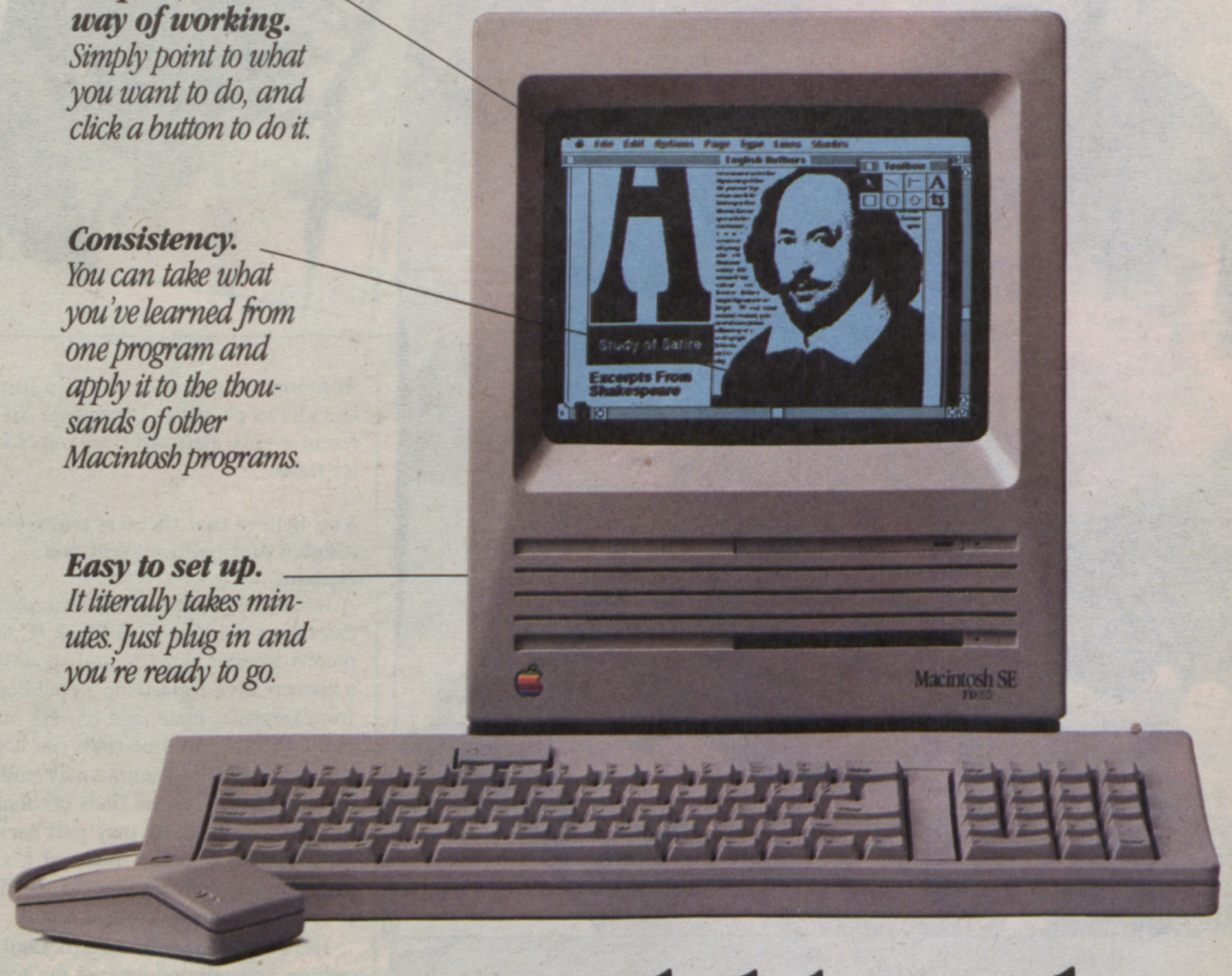

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RESOURCES

Free or Inexpensive

PEDAGOGY

Instructional Materials: Selected Guidelines and Resources. Gives dozens of suggestions to help teachers participate effectively in the materials selection process. 44 pp. Stock no. 1838-9-00-D. $6.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

SOCIAL STUDIES

Minorities and Women in Congress. Wall map (50" x 38") of Congressional districts features photos of minority and women members of the current (101st) Congress. $9.95. Teacher's guide (26 pp.) gives historical background of minority and female representation. $6. Add $3 p&h per order. Congressional Education Associates, P.O. Box 2996, Washington, DC 20013.

CITIZENSHIP

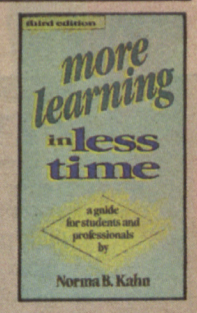
The American Flag. Vera Rollo. An easy-to-read illustrated history of the U.S. flag. 78 pp. Paperback, $5.95

plus $1.50 p&h. Maryland Historical Press, 9205 Tuckerman St., Lanham, MD 20706.

SCIENCE

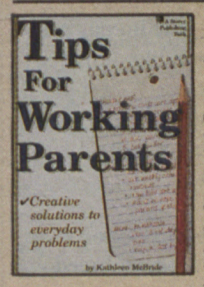
Biology's Building Blocks. Marie-Francoise Chevallier-LeGuyader. This volume in the Focus on Science series explains the biotechnologies that accomplish such processes as fermentation and genetic engineering. 78 pp. $4.95. Barron's, 250 Wireless Blvd., Hauppauge, NY 11788, 800-645-3476.

STUDY SKILLS



More Learning in Less Time: A Guide for Students and Professionals. Norma B. Kahn. Here are tips on how to handle heavy reading assignments and other study problems facing the serious student from high school through graduate school. Third ed. 113 pp. $5.95. From booksellers or by mail (add $1.25 p&h) from Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707.

FAMILY LIFE



Tips for Working Parents: Creative Solutions to Everyday Problems. Kathleen McBride. Gives ideas for divvying up and streamlining the work that makes a household go. 128 pp. $7.95. From booksellers or by mail from Storey Publishing, Dept. CCG, Schoolhouse Rd., Pownal, VT 05261.

COUNSELING

Set Straight on Bullies. Stuart Greenbaum with others. Describes the underreported problem of bullying and presents campus strategies for preventing it. 89 pp. $10. National School Safety Center, 16830 Ventura Blvd., Suite 200, Encino, CA 91436.

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NEW DECADE

What Kind of Principal Do You Have?

School principals have traditionally come in four varieties. What kind do you have? What kind should you have? What kind is best suited for the self-managing schools of the 21st century?

The Office Manager, the Headmaster, the Enforcer, the Wimp. Stereotypes all. In their pure forms, none is suited to head up the restructured school of the 21st century. (They haven't been so great for the 20th either.)

But new kinds of principals are emerging who display different styles, assume new roles. Almost by definition, these new principals work in restructured schools—places where key decisions are made on site, where staff and principal share the power.

To characterize the new breed, principal-watchers use terms like "instructional leader," "facilitator," "people developer." Not as catchy as "wimps" and "enforcers," but a lot more rewarding to work for.

Principal as people developer may be the central role of the new breed. It's a term Deborah Johnson uses to describe herself. For four years, Johnson has been principal of an elementary school in Greece, N.Y., (and she's just been voted principal of an NEA Learning Labs school there). She sees one part of her job as "bringing each staff member to potential."

Johnson's current school is the Holmes Road Elementary School. The Greece district, near Rochester, has bought heavily into restructuring. Two years ago teachers got a free hand in deciding how to meet district instructional objectives. This year, the NEA-affiliated Greece Teachers Association negotiated an innovative power-sharing contract with the district.

Bringing the staff to potential, Johnson says, "means helping teachers see that they have skills in leadership which they can use to make decisions in their classrooms and at the building level as well. I've gone from making decisions alone," Johnson explains, "to helping teachers see where the decisions should be made."

Special education teacher Sandy Sloan, a GTA member who belongs to the school management team, explains what shared decision making looks like from the teacher's perspective.

"The way we accomplish district objectives is up to us as individuals much more than before," Sloan says. "In language arts, for example, many people use a basal reader, but many do not. Some give spelling tests, but others evaluate spelling in the context of the child's own writing."

In Johnson's view, these are decisions teachers should always have been making.

Nor are teachers the only people to be "developed" at the Holmes Road school. The shift of decision making to the classroom level has widened horizons for support staff as well.

According to Gail Chambers, a teacher aide in Sloan's classroom and member of the Association of Greece Central Education Personnel: "Aides are stretching to do new things. They've taken risks and been successful. People whose work was mostly clerical are now in the classroom working directly with the kids."

The Principal as Instructional Leader is another face of the new breed. This new principal doesn't issue orders, but is more likely than the old to have opinions about instructional matters and to make those opinions known to staff. One way he—or she—does that is by acting as a role model.

Sandy Sloan explains how Deborah Johnson influences the staff at Holmes Road School in the direction of the whole language approach to teaching reading and writing.

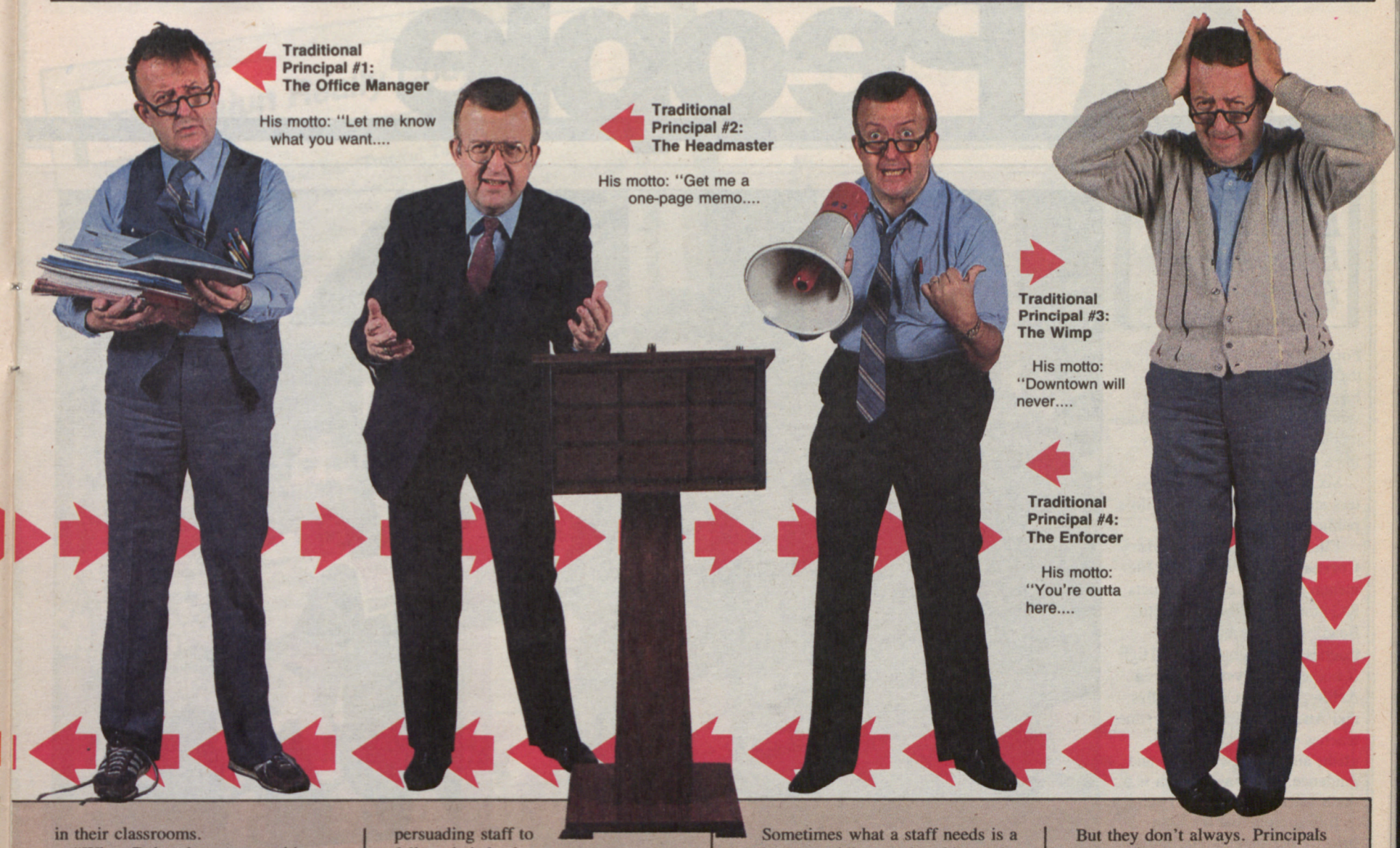
"Deborah believes in whole language," Sloan says, "but she doesn't impose it.

"Instead she circulates new books. She encourages what teachers are doing

Reed Hoffmann

Greece, N.Y., principal Deborah Johnson (shown with students) is seen by staff as a "people-developer." Teacher Sandy Sloan explains: "The principal used to be the last person you'd call to take your kids when you had to leave early for a class, but Deborah teaches my kids whenever I ask."

NEW DEMANDS


Traditional Principal #1: The Office Manager
His motto: "Let me know what you want....
Traditional Principal #2: The Headmaster
His motto: "Get me a one-page memo....
Traditional Principal #3: The Wimp
His motto: "Downtown will never....
Traditional Principal #4: The Enforcer
His motto: "You're outta here....

in their classrooms.

"When Deborah says something, you know it's an informed decision, not a bandwagon idea."

What's new here is that principals are establishing their professional credentials with their staffs, then persuading staff to follow their lead.

The Principal as Facilitator is the role that follows—perhaps inevitably—those of people developer and instructional leader. This principal does what's needed to get the job done.

Rich Frishman

Described variously as a "pumper upper," "team player," and "walk-around manager," Seattle, Wash., principal Ed James has created an atmosphere where, says teacher Mike McKinnon, "You can go to the lunch room and have an interesting conversation with colleagues, instead of just griping."

Sometimes what a staff needs is a "nudge or push" toward making a decision. That was the case last fall at Florida's St. Petersburg High School. The issue before the faculty was a common one in restructured schools: how to revamp the school schedule.

"We'd been talking about changing the schedule for three years," says Doug Tuthill, a philosophy teacher and member of the Pinellas Classroom Teachers Association.

The proposal was to go from a seven-period to a four-period day, with classes meeting every other day for 100 minutes. Most reforms hadn't affected every classroom. This one would. "About two-thirds of the faculty wanted to change, and one-third were adamantly opposed," Tuthill recalls.

The stalemate was broken by Bill Grey, principal of St. Petersburg High. "Grey took the risk and made the change without 100 percent agreement, when a lot of principals would have wimped out," Tuthill says. "He realized we'd never get unanimity, but that the possibilities for changing teaching methods were too great to overlook." The new principals tend to appreciate the paradox noted by Greece Teachers Association President Dick Bennett: "Power isn't a zero-sum game. You increase power for everybody when you share it."

But power-sharing can be scary. Ed James, in his second year as a power-sharing principal at Seattle's Emerson Elementary School, remarks: "It's sticky. Legally, you're responsible, so when staff and parents make decisions, you come close to panic and think things won't work. But they do."

But they don't always. Principals have bombed halfway through the transformation. In one large city, the story is told about a staff-involving, problem-solving whirlwind of a principal who, among other things, lost some of the school's best faculty members. The reason? While faculty had ownership of problem definition in that school, the principal always owned the solution. For lots of teachers, that's not what they mean by restructuring.

In all their roles, new breed principals are focusers—directing attention at specific tasks staff need to accomplish. It's what Dennis Littky, principal at Thayer High School, Winchester, N.H., is described as doing (in *Doc*, Susan Kammeraad-Campbell's recent book about him) when he makes his classic request of faculty: "Summarize the essence of your class in one sentence." That job of focusing staff attention on goals didn't used to get done at all. But simply involving teachers and other staff in decision making won't ensure that it gets done now.

Without leadership, teachers and other staff are as much at risk for self-trivialization as any traditional principal. Deborah Johnson explains: "I've visited schools where teachers complain that they're so involved in the details of management—in, say, the workings of the lunchroom or the furnishings—that they lose track of the kids.

"You have to keep in mind that the whole point of shifting decisions to the school and the staff is to make it easier to focus on instruction."

That's the voice of the new breed.

—Nancy R. Needham

People

Meet a Real Education Family

The Correas, left to right: Ellen, Chrystine, Eileen, Mary, Thomas, and Andrew.

For students in Hilo, Hawaii, the chances are good that before they graduate from high school, they'll have at least one member of the Correa family for a teacher.

Six of the eight Correa sisters and brothers teach in Hilo's public schools.

Ellen Correa Iida and **Mary Correa** are at Walakawain Elementary, where Ellen instructs K-2 students in the "Write to Read" program and Mary teaches fourth grade. Hilo High is home to **Chrystine Correa Arbles**, **Eileen Correa Calles**, and **Andrew Correa.** Chrystine teaches science; Eileen, English; and Andrew, values and guidance. **Thomas Correa** is a math teacher at Waikea High.

Eileen feels that the high priority her parents placed on education plus their emphasis on public service helped influence the six to become teachers.

"In fact," notes Eileen, "my father was a volunteer coach for six or seven youth teams over the years and just recently was voted national amateur baseball coach of the year by the U.S. Baseball Federation."

A Texas Legend in the Making

People in Texas are coming to think of **Allen Wilson**, head football coach at Paris High School, as a bit of a legend. In the seven years Wilson's had the top job in Paris, his football teams have won 52 games, dropped just 24, and tied 2.

With his teams' success has come personal recognition for Wilson. A year ago, Texas Associated Press writers named him high school coach of the year.

Wilson's 1988 team took the state's 4A championship—a first for Paris—winning 13 games and losing just 3. The 1989 team didn't do as well, however, just missing the playoffs.

"Not making the playoffs left a bad taste in the players' mouths," Wilson says. "We're working in the off-season to make sure that doesn't happen again."

Wilson, who teaches algebra, thinks coaches make the best teachers. "You have to have high expectations for your kids. You enjoy seeing them succeed."

Will Allen Wilson ever coach a college team? He'd consider it, he says. Outside Texas? Not a chance.

"I'm an old Texas boy," Wilson explains. "I think Texas football is the best in the U.S.—bar none."

School Buses, Mail Trucks, and Scholarships

When bus driver **Doris Poland** isn't on the job or taking care of business as president of the Windham (Me.) Educators Association Support Staff, she's still working for the union—the American Postal Workers Union. Married to the president of the Portland local of the APWU, Poland is the Northeast's vice-president of the APWU auxiliary.

"Because Postal Service employees aren't allowed to take part in political activity," Poland explains, "the auxiliary works with members of Congress and carries on public relations."

Poland's two unions share some fundamental principles. On Education Day at the APWU convention in Las Vegas next summer, members of the auxiliary will be selling T-shirts imprinted with the auxiliary's emblem and "Priority One"— education. Proceeds from the T-shirt sales will help fund the auxiliary's new continuing education scholarship for members of the union or the auxiliary. APWU already has a scholarship fund for members' children.

Up in Windham, the school bus drivers give a dance and hold a variety of sales to fund a $400 scholarship, which they award to a local high school student for vocational or cooperative postsecondary studies. "We see them grow up," says Poland, "so we like to give them a boost."

This Cajun Really Cooks

Mix some tuna salad with trail mix (Tropical Tuna) or spread some celery and peanut butter with a sprinkle of raisins (Ants on a Log).

If you're looking for a recipe to stir up classroom creativity, just ask 14-year Baton Rouge teaching veteran **Teeta LeBleu Moss**. This accomplished Cajun cook inspires students to create their own snacks, like those shown here. At the same time, she exposes them to her tried-and-true, nutritionally sound menus and recipes, recently published in a 4" x 6" booklet, *Daily Dinners & Dates*. This organized menu/calendar includes dinner menus, recipes, and shopping lists for a full year.

Moss got the idea for the menu/calendar when teaching homebound middle school and high school students, many of whom suffer from eating disorders—bulimia or anorexia nervosa. In an effort to combine academics and therapy, Moss assigns menu planning, which exercises students' math, science, and writing skills.

"We study fractions by working on how recipes can be reduced or enlarged and work on reading skills through study of the origin of foods," says Moss. "And then the kids come up with those crazy creations."

Moss is assembling a new version of *Daily Dinners* to include recipes latchkey kids can fix for themselves after school.

John Williams

Help for Homeless Teens

"About 10 percent of our teenagers don't have a parent to take care of them or a place to live," says **Ann Young**, a counselor at Amphitheater High School in suburban Tucson.

"There's financial aid for college students, but not for high school kids," Young explains.

To prevent kids on their own from dropping out of school, Young set up the Pima County Homeless High School Student Project. With money collected from churches and civic groups—including the Amphitheater Education Association—the Project helps pay for housing for homeless kids.

From this year's budget of $60,000, each student gets a monthly cash stipend of $100. "The $100 makes it easier for them to share apartments with other kids or to be taken in by a friend's family—which is very common," Young adds.

Who are the high school homeless? They're more likely to be over 16 than under, more likely to be girls than boys, Young says. Of the 250 (out of 2,500) Amphitheater students she believes are living without parents, 30 are participating in the program. Seven are young mothers; three—the youngest—are 14-year-olds.

Youngsters under 18 can enter the program only with a notarized permission statement from a guardian. Young says she also insists that all program participants stay in school, agree to counseling, and get a job (unless they're parents).

"They need more than housing," Young concludes. "They need to learn to live independently."

Edward McClain

David Olds

Voc Ed Teachers Spend Time on the Training Line

Given computer-controlled machinery, robotics, and constant technological change, the old assembly line ain't what it used to be. So how can today's vocational education teachers prepare their students for tomorrow's factories?

Four Association members got answers to that critical question last fall through a pilot training program established by the United Auto Workers, General Motors, and the Michigan State Department of Education.

For nine weeks, the four teachers reported for work at a Buick-Oldsmobile-Cadillac (BOC) education and retraining center in Lansing. There they were paired with experienced journeymen. The teams worked on developing technical training courses for the 10,000 GM employees at the BOC plant.

In addition to assignments, "we were able to tour plants, take the same classes the GM employees take here, and see how the instructors do their thing," says **Phil Allen** (top left), an auto mechanics and science teacher.

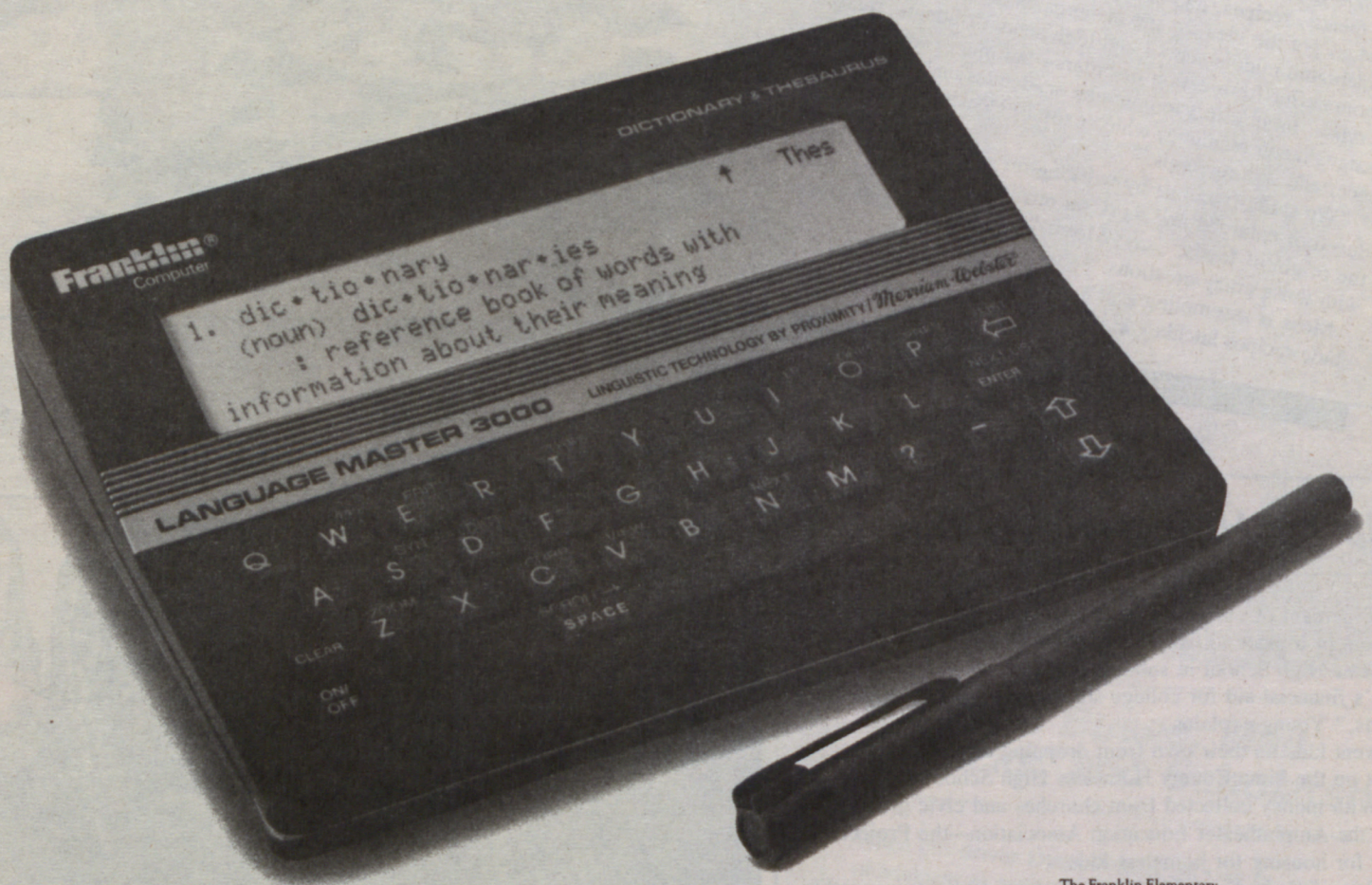
For **Jerry Bohnett** (second from left), an electronics teacher who's been "out of the industry for 17 or 18 years now," the program helped update technical skills. "The state requires us to take education courses to keep up certification, but there's nothing out there—until this—that helps us keep our technical certification current."

John Brooks (top right), a machine shop teacher, says the program's "great for everyone involved. We teachers bring experience in course planning, the journeymen help update our skills, and the students—here and back in our classrooms—benefit from all the additional knowledge."

"We're in the business of getting students ready for the world of work," says vocational welding teacher **Jeff Grossman** (second from right and inset), "and this program is narrowing the gap between what's going on out there and what's going on in the classroom."

David Olds

Perhaps The Most Effective Teaching Tools Since Chalk.

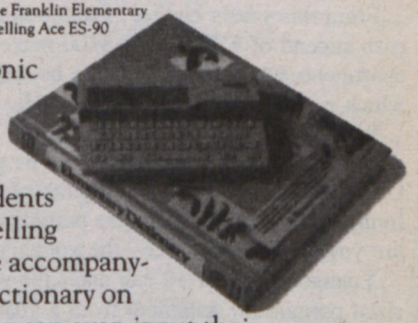


Throughout years of changes in students, teachers and schools, one problem has remained a constant—creating enthusiasm for learning language skills. The Franklin Language Master™ electronic dictionary is succeeding in doing just that. In classrooms across the country, it's helping students improve their spelling, reading and writing. They're so popular, in some classrooms they're known as "Frankies."

The Language Master contains over 83,000 entry words, and at the touch of a button gives complete definitions and synonyms with electronic speed. Its phonetic spelling capability lets students enter a word the way it sounds ("prezoom"), and get back the correct spelling automatically, ("presume"). It also has a separate 3,300 SAT word list, which it can incorporate into a variety of challenging word games. As in all Franklin products, words and definitions are from *Merriam-Webster*,® America's foremost reference authority. Response from students and teachers has been overwhelming: "The children took charge of their learning and the teacher was free to instruct in the process of writing rather than picking out errors," says one teacher. And a school librarian reports, "Our students are now more willing to improve their vocabulary and spelling skills than they were with print resources, and are enjoying the process."

The Franklin LM-4000 Speaking Dictionary

The Franklin Elementary Spelling Ace ES-90



Franklin created the field of electronic reference, and with the help of educators, we're developing new products designed specifically for classroom use. The Elementary Spelling Ace,® for students ages 6–12, corrects typical phonetic spelling errors and gives the page number in the accompanying Webster's Illustrated Elementary Dictionary on which the definition can be found. They can even input their own weekly spelling lists, which the Elementary Spelling Ace will use in educational word games. Another new product with exciting classroom potential is the Franklin Language Master™ 4000. It's the world's first speaking dictionary, and actually pronounces over 83,000 words out loud, clearly and correctly.

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ON THE AIR

LIGHTS! ACTION! HEY, WAIT!

Pan...zoom...dissolve... cut....Video technology gives students an exciting new form of expression. Teachers offer these tips for making the technology educationally sound.

Jesse Tinsley

Jesse Tinsley

Anne Ferguson started her school's video operation from scratch, relying mostly on business contributions of equipment.

Anne Ferguson's problem seemed overwhelming. When she began planning her television production class at Lakes Middle School in Coeur d'Alene, Idaho, her classroom was the "acoustical equivalent of a cave. My students could barely hear me speak."

Two years later, Ferguson has gotten local businesses to donate more than $40,000 worth of equipment and carpeting for a television production studio. This has enabled five classes of eighth graders and one class of senior high students to study "TV 271."

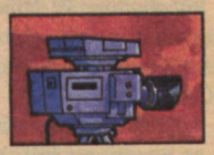
Ferguson was savvy enough to secure the *right* bare essentials. As a result, her students are able to prepare a daily school events video bulletin board for cablecast. Her classes also videotape biweekly school board meetings and special projects for the district.

Arizona video instructor Tom Eldridge is savvy, too—but he has a little more to work with. South Mountain High School Center for the Arts in Phoenix has spent more than a million dollars on "state of the art" video technology and facilities. With two broadcast studios, six editing suites, three audio suites, and 15 camcorders, "we've made our goal broadcast-quality production," says Eldridge.

Despite variations in budget, educators have taken up the challenge of teaching students the skills to run a camera, operate a control panel, edit tape, work a video mixer, and direct productions. In the process, they've learned what works financially and programmatically in creating real learning experiences—and what doesn't work. Below: a distillation of their hard-won wisdom.

Some Do's:

► Do as much research as possible, comparison shop, and test out your equipment thoroughly *before* you buy so you don't waste money on equipment that's too fragile or sophisticated for classroom use, suggests Leroy Griswold, video instructor at Campus High School in Haysville, Kansas.



► Know your equipment inside and out before you let students work with it, cautions Anne Ferguson.

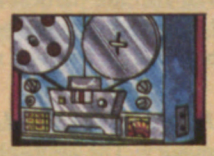
► If cost-effectiveness is an issue, use 1/2" VHS or super VHS format, advises Tom Eldridge.

► Plan thoroughly for video shoots. Figure out in advance how many cameras you'll need. Make sure your extension cords are long enough, your cameras color-balanced, your lighting adequate. And have on hand at least an eight-power zoom to focus in on action.

► Look for ways to raise money for future equipment purchases. Students in Richard Tschorke's video technology course at Brighton High School outside Rochester, N.Y., produce a video student yearbook and sell copies for $20 each. Last year's profits paid for a video mixer. Bob Morse, TV media specialist at Ridgefield (Conn.) High School, raises money for equipment by selling tapes of athletic events.

► Find someone in the community with a strong technical background who'll consult with you and assist with equipment repair. Susan Bullard, television production instructor at South High School in Fargo, N. Dak., gets help from a licensed broadcast engineer under contract with her district.

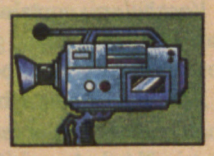
► Encourage students to gain professional experience with local television stations. Bullard's students have been hired to run cameras for the local Public Broadcasting Service affiliate, and a local cable station asked Tschorke's students to prepare a segment on teen drug use.



► Let all students gain experience in every procedure both in front of and behind the camera. This is the only way they'll learn to operate as broadcast team members.

Some Don'ts:

► "Don't be afraid to try anything with your program, but don't drive yourself crazy insisting on perfection from your students," advises Bullard. When her students wanted to produce their own version of *Saturday Night Live*, the project got bigger than they could handle. They had to come to grips with the fact that they couldn't instantly master the show's trademark special effects.



Most teachers recommend steering clear of live coverage in general, since gaffes, giggles, and glitches can be frequent among school-age kids.

► Don't overload your classes. Bullard, who has six portable camcorders and three editing stations, suggests that 12 students per class is about the right size.

► Don't let someone who isn't knowledgeable about video technology design your studio. You need ample space for equipment, reporters, performers, camera crews, and storage; sufficient electrical outlets; a powerful air-conditioning system; and an acoustically efficient room, advises Eldridge.

► Don't promise anyone—school administrators, other teachers, or the community—more than you can deliver. A home ec teacher who works with Morse in Ridgefield, for instance, wanted to produce a cooking show, but Morse couldn't find any students who wanted to work on it. He said no.

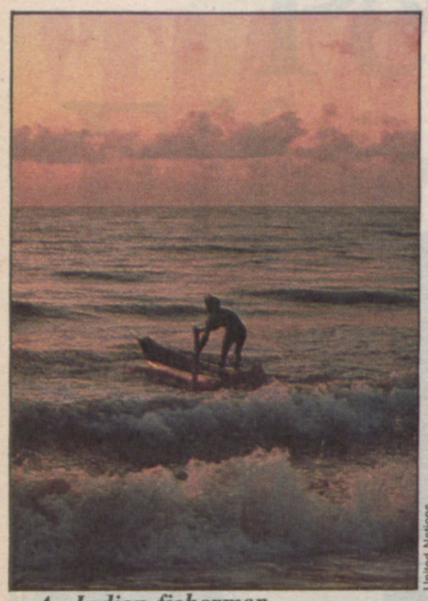
To this last piece of advice, Morse offers a significant qualification. His 40-member Tiger-TV club runs the community's cable TV station, filling the airwaves with four to 10 hours of school-produced television a day.

"Figure out what you can reasonably deliver, given your students' skills and abilities. Don't be afraid to go to your cable company and tell them you've got material that you believe the community would be interested in viewing. And then don't be surprised if they open their doors to you."

—Vicky Lytle

CURRICULUM GUIDE

The Blue



United Nations

An Indian fisherman.

United Nations

North Sea oil platform.

United Nations

Costa Rican fishermen.

United Nations

Clipper ship The Nippon

As part of its ongoing media campaign, NEA is sponsoring the Discovery Channel's eight-part series on the seas. The series begins March 4 and airs every Sunday through April 22 at 10 p.m. EST, repeating Saturdays at 3 p.m. EST.

In the Blood of Man

Summary: The Blue Revolution explores the breadth of how we have used the sea, and how the sea in turn has shaped human existence. This first program sets the stage for the rest of the series by introducing some of the major concepts future programs will explore. In a series of vignettes the episode also depicts how some legendary and historical events and people have become world-renowned through their encounters with the sea.

Activities: Construct a timeline. Read more about the following topics, find appropriate illustrations for a wall chart, and arrange chronologically: Vikings, Captain Ahab, William Beebe, Capt. Cook, Poseidon, Polynesians, Prince Henry the Navigator, Whalers, the *Titanic*, and modern surfers.

The Blue Highways

Summary: Shipping is one of our oldest and most important uses of the sea, and the design of ships has constantly been adapting to changing needs for the transport of people and goods. As the ships changed, so did the port cities, the lives of sailors, and the condition of the sea itself.

Vocabulary: container ship, Dutch East India Company, guano, steam power, potash, Irish potato famine.

Activities: Geography. Where go the boats? Contact a large international port in North America and request a listing of the international vessels that stopped there in the last week either bringing goods in (import) or taking goods out (export). On a blank map of the world, color in all the countries that trade through that port.

Math. Why by water? Choose a port across the ocean and one on the other side of the continent from the port you studied in the first activity. Find the distance by water and by land between your port and the others. Assume a truck can carry 12 metric tons of cargo one km on one liter of fuel, a train 40 MT per liter, and a ship 99 MT per liter. Assume a container ship can carry the cargo of 38,000 trucks or 200 trains. Calculate which method is most fuel-efficient for reaching each port. Discuss environmental damage from each method. Under what conditions would you send cargo by truck or train?

The Last Hunters

Summary: Fishing was probably our first use of the sea, but the methods and success rates have changed dramatically since the first spearfishers brought home only what they needed. This episode explores how fish harvesting has influenced the growth and culture of nations, the health of the ocean ecosystem, and the politics of international law.

Vocabulary: fishery, demand, harvest, *mare liberum*, technology, plankton, mariculture, aquaculture.

Activity: In a plastic dishpan half full of water, place about 30 styrofoam pellets, a handful of marbles, and a few pennies. Assign student pairs to fish with "technologies" that vary in sophistication: two fingers, a spoon, a ladle, an aquarium dip net. Compare fishing success for the technologies, first with eyes closed (deep sea fishing) and then open (coastal zone or sonar). Discuss how the resources could be shared equitably. Also compare the "fish adaptations" for survival—is bottom rolling safer than floating? What kinds of fish are hardest to catch and why? For math, graph the comparative numbers caught by each method.

The Return of the Child

Summary: The atmosphere and the oceans are intricately connected, so entwined that changes in one not only cause changes in the other but also create disharmony in world systems everywhere. El Niño, "the Child" that comes at Christmas, is one such event.

This episode demonstrates the impact of the 1982-83 El Niño on drought in Australia, hurricanes in Tahiti, tides on the west coast of the U.S., food production, the futures market, and world economics.

Vocabulary: El Niño, upwelling, drought, currents, the Maritime continent, Trade Winds, futures market, NCAR.

Activity: Demonstrate an upwelling in an aquarium. Fill the aquarium ⅓ full of lukewarm water. Color several gallons of very cold water blue with food dye. Add 3 pinches of glitter to represent nutrients. Pour the cold water slowly through a large funnel so that the cold flows out *under* the warm water with minimum disturbance.

At one end (the "coast"), place thermometers to take temperature readings every 2 cm from the surface downward. Use an electric hair dryer to make wind and cover the tank with a screen to prevent contact between water and the hair dryer.

Take the first temperatures, then turn on the hair dryer and blow the surface water away from the "coast." Observe the movement of the cold bottom layer as some of it moves up the coast to replace the warm water being moved offshore. This simulates an upwelling.

Can you keep the upwelling going until the nutrients come up to feed the shoreline animals? Graph the temperature changes you observe. What happens if you reverse the wind direc-

CURRICULUM GUIDE

Revolution

Maru.

Four By Five

U.S. Navy

A U.S. Navy ship.

NASA

United Nations

Sea salt in Thailand.

tion and blow water *toward* the coast? Construct a web diagram showing the impact El Niño has on the world—directly and indirectly, short-term and long-term.

Struggle for the Sea

Summary: The sea has often been the setting for confrontations that affected the course of world history. All major powers, at one time or another, faced one another across the seas to pursue their ambitions. This episode relives some historic battles in tactical wargame settings and focuses on lessons that could be learned from them. *Vocabulary:* war games, battering ram, Spanish Armada, HMS *Victory*, flotilla, dreadnought, aircraft carrier.

Activities: Have groups of students study the events of the defeat of the Spanish Armada, Nelson's victory at Trafalgar, the *Vincennes* mistakenly shooting down a civilian Iranian airliner, and the sinking of the *Bismarck*. Then have other groups of students interview these knowledgeable students so the class hears "eyewitness" accounts of these events. If possible, follow this oral history experience with a visit by someone who was aboard an actual vessel during a battle.

The Treasures of Neptune

Summary: Within sight of luxury seaside resorts near the coast of Thailand, noisy dredges churn up the bottom sands to recover tin. Tin, salt, oil, manganese nodules, and other marine minerals are the targets of intensive search by many developed nations, but who owns the ocean resources?

Vocabulary: Law of the Sea, Alvin, plate tectonics, manganese nodules, GLORIA, black smokers.

Activities: Role playing a Law of the Sea conference is an excellent method of introducing students to the subtleties of dealing with international economic interests. Have groups of students do library research on six to eight countries representing various relationships with the sea: island nations like Iceland or Indonesia, straits nations like Panama, developed countries (US, USSR), fishing nations (Peru, Japan), landlocked nations (Chad, Paraguay).

Hold a debate on adopting a Law of the Sea that includes sharing of the deep sea resources, protection against pollution, specification of how broad an exclusive offshore economic zone can be claimed (200 miles at present), and how regulations will be enforced. To adopt a measure, unanimous consent is required (why?). If a conclusion is reached, have students representing each country develop a press release to send "home" reporting an opinion of the outcome.

The Healing Sea

Summary: Legend holds that Gilgamesh, a Sumerian warrior king, sought immortality through the magical properties of a special flower from a sea pool. Today we continue to search the depths of the sea for new drugs to treat our modern diseases and for organisms that can teach us about how our bodies function.

This episode eloquently shows the importance of preserving the biological diversity of the sea.

Vocabulary: immune system, embryo, fertilization, tumor, biological diversity, Gilgamesh, *Challenger*.

Activity: Using the organisms and the medical studies described in this episode as a starting point, assign library research to identify plants and sea animals that people use. Food is an obvious use, but students should also locate information about living things (or their products) that are used for cosmetics, medicines, food additives, laboratory research, entertainment, and communications studies.

From their findings, students can develop an Appleworks, Hypercard, or other computer filing system that will become a growing catalogue of the ways biodiversity is valuable. Files should be organized so they can be sorted by such factors as taxonomic class, geographic location (depth or temperature range, which ocean, etc.), uses, dates of discovery of uses, or endangered status.

The Ocean Planet

Summary: Captain Nemo saw the ocean as a "prodigious and inexhaustible provider," but as our uses of the sea's resources expand, we risk damaging the sea irreversibly. This episode reminds us of recent abuses of our seas and coastal zones: Minamata disease, wetlands destruction, the Exxon *Valdez*, river pollution, and toxic waste.

Vocabulary: wetlands, pollution, primary treatment (of waste water), Gaea, filter, toxicity, UNEP, Minamata disease, raw sewage, *Pelicano*.

Activity: Clean up an oil spill. Take a plastic butter tub, pour in about 2 cm of water, and add a small amount of clean motor oil (10W30 works well). Dip a feather into the oil, then try cleaning it off.

Add a little more oil to the water and invite students to try various clean-up methods, one at a time: collecting oil inside a "boom" of string and then drawing the oil out with a dropper; sinking oil with sand; burning it with a match (it doesn't burn); adhering it to straw or dried grass; dispersing it with a drop of dishwashing liquid. Discuss the effects of each cleanup method.

This teacher's guide was developed by Dr. Rosanne W. Fortner, associate professor of natural resources and science education at Ohio State University.

Most of the activities presented here are adaptations of others developed with support from the National Sea Grant College Program. For a catalogue of these materials, contact Ohio Sea Grant, 1541 Research Center, 1314 Kinnear Rd., Columbus, OH 43210.

The Blue Revolution will be available on videocassette from the exclusive distributor, Films for the Humanities, P.O. Box 2053, Princeton, NJ 08543, 1-800-257-5126. Viewers may purchase individual episodes or the complete series.

RESEARCH CLUES

Kids and Heart Health

By Robert McNergney and Martin Haberman

An ounce of health prevention may be worth a pound of cure, but when you're young, who cares? One group of teens does—they're the participants in a school-based health behavior change program run by Stanford University researchers. The program has succeeded in getting adolescents not just to become aware of factors that threaten cardiovascular health, but to act on what they learn.

There's good reason for such a program. Although the death rate from cardiovascular diseases (CVD) has been declining for 30 years, these diseases are still the leading causes of death in the United States. They also cause medical bills and lost productivity estimated at $84 million a year.

Unlike programs designed to reduce a single health risk (smoking, for example) the Stanford program aims to—

► increase knowledge of CVD.

► decrease cigarette smoking and

consumption of foods high in saturated fat, cholesterol, and salt and of excess calories in general.

► increase aerobic exercise and consumption of complex carbohydrates.

► lower heart rate, blood pressure, body mass index, and skinfold thickness.

Students in four high schools took part in the program. Some 20 physical education class sessions included discussions of CVD risks; videotape dramas; modules on physical activity, nutrition, smoking, and stress; goal-setting activities; games; and homework. Instructors offered incentives for adopting a heart-healthy lifestyle, breaking bad habits, and resisting temptations to backslide.

Results were promising:

► Students in the treatment group increased their knowledge of CVD an average of 50 percent.

► In follow-up questioning, students classified as nonregular exercisers who were in the treatment group were more likely to report regular activity than were similar students in a control group.

► Experimental smokers in the treatment group were twice as likely to quit as those in the control group. (Habitual daily smokers were unaffected, however.)

► Both boys and girls had lower resting heart rates—a sign of good physical fitness—at the end of the program than at the beginning.

► Girls' body fat was reduced.

These schools were not randomly selected. Instructors were young and well-trained. Could the results be replicated in other schools by regular teachers? We won't know until someone tries.

Robert McNergney is a professor of education and director of the Commonwealth Center for the Education of Teachers, University of Virginia and James Madison University, Charlottesville, VA 22903. Martin Haberman is a professor at the School of Education, University of Wisconsin-Milwaukee, Milwaukee, WI 53201. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

For more information read: Joel D. Killen and Thomas N. Robinson. "School-Based Research on Health Behavior Change: The Stanford Adolescent Heart Health Program as a Model for Cardiovascular Disease Risk Reduction." *Review of Research in Education, 1988-89.* (Edited by Ernst Z. Rothkopf.) Vol. 15, pp. 171-200. Washington, D.C.: American Educational Research Association, 1989.

IBM TOOLS FOR EDUCATION

Arctic Temperatures Recorded In San Diego High School.

No, it's not the result of bizarre weather conditions. It is the result of some of the amazing experiments made possible in the classroom with IBM's Personal Science Laboratory (PSL).

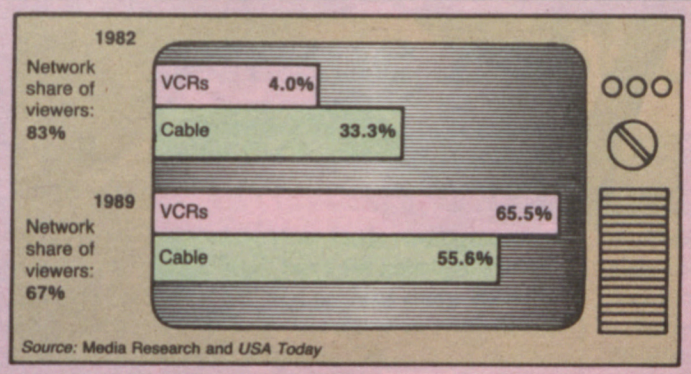
PSL is a microcomputer-based laboratory that attaches to any one of the IBM PS/2® family of computers. With it, students from kindergarten through high school can explore scientific concepts and learn more about the "hows" and the "whys" of the world around them.

By using different modules and probes, students can measure temperature, light, pH and distance and then watch the results

DATA BANK

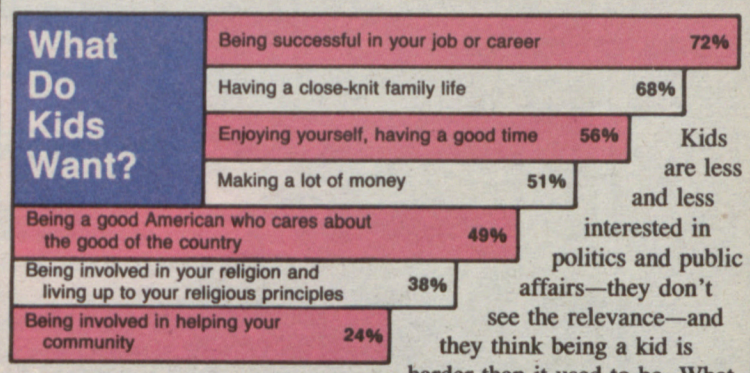
Network Loss

The proportion of households with VCRs skyrocketed in the '80s, going from 1 in 25 to 16 in 25. Couple that with an increase in cable TV subscribers, and you get a precipitous drop in the percentage of viewers watching network TV.



Source: Media Research and *USA Today*

What Do Kids Want?

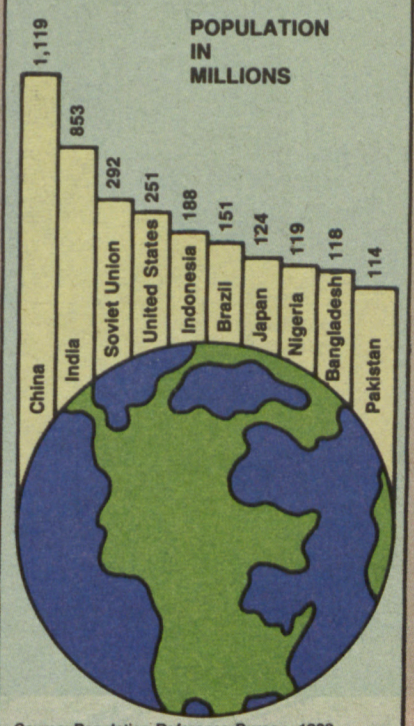

Being successful in your job or career 72%
Having a close-knit family life 68%
Enjoying yourself, having a good time 56%
Making a lot of money 51%
Being a good American who cares about the good of the country 49%
Being involved in your religion and living up to your religious principles 38%
Being involved in helping your community 24%

Kids are less and less interested in politics and public affairs—they don't see the relevance—and they think being a kid is harder than it used to be. What do they care about? A recent survey of over 1,000 15- to 24-year-olds uncovered this priority list.

Source: Peter D. Hart, Research Associates Survey for People for the American Way

World Population

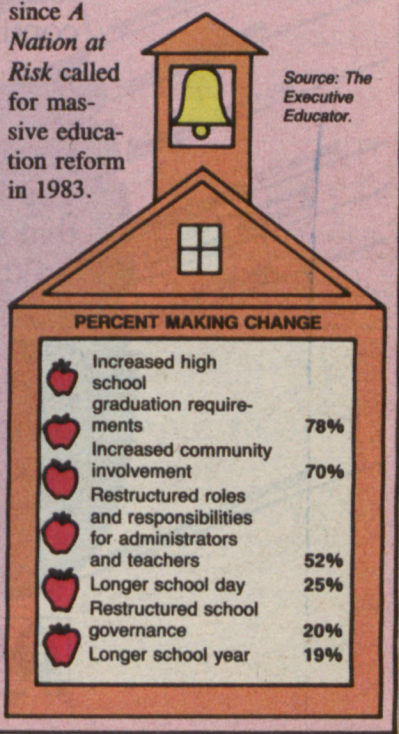
The 10 most populous nations are—



Source: Population Reference Bureau, 1989

Buying into Reform

Administrators say they've made the following changes in their school systems since *A Nation at Risk* called for massive education reform in 1983.


PERCENT MAKING CHANGE
Increased high school graduation requirements 78%
Increased community involvement 70%
Restructured roles and responsibilities for administrators and teachers 52%
Longer school day 25%
Restructured school governance 20%
Longer school year 19%

Source: The Executive Educator.

graphically on the screen.

However, beyond the matter of what your students will learn is the simplicity of how they'll learn. No computer experience is required to start learning right away.

What's more, all the collecting, displaying, manipulating, bookkeeping and storing of data is done by the computer. So students will have more free time to ponder what they've learned.

That's not to say students are the only ones who will benefit from IBM's Personal Science Laboratory. It offers an incredible combination of power, range and flexibility that gives teachers new ways to develop science and math curricula. Teachers can also combine sensors and probes to create even more complex experiments.

It's just one of the many ways IBM is helping teachers bring subjects to life in the classroom. In fact, thousands of schools are teaching English, math, sciences and more on IBM PS/2's with IBM Educational Courseware.

IBM courseware developed with teachers for teachers

Our courseware has been developed with the help of over 200 active teachers nationwide.

IBM makes courseware for students at every grade level—each designed to complement your curriculum and the textbooks you're currently using.

All of which can give students the freedom to develop and experiment with the most fascinating subject of all: their imagination.

For a free catalog and/or classroom poster (please specify grade level), or for further information, call 1 800 IBM-7257, ext. 152, or write:

IBM Corporation
P.O. Box 3900
Peoria, IL 61614

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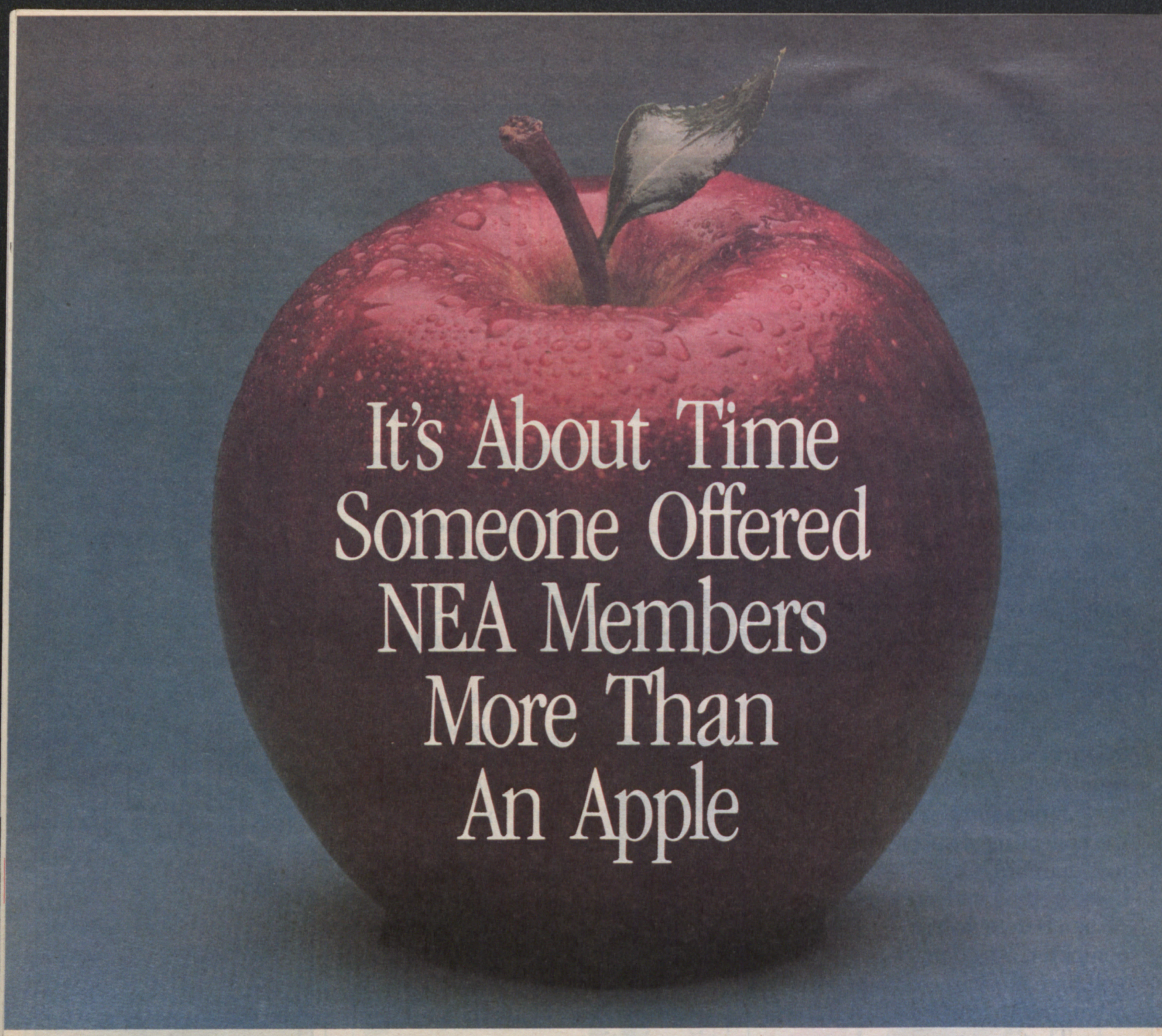

We Do! Now NEA members can borrow from $2,600 to $10,000. The Unified Credit Plan is a financial service offered to members of the National Education Association as a source for unsecured personal loans. These funds can be used for professional or personal expenses—continuing your education, making home improvements, consolidating your household bills—the choice is yours.

Participating in the Unified Credit Plan is easy. All we need from you is a signed completed application to make a credit approval decision. You select the amount of cash you want, the payment program and terms that suit your budget. There are no interviews, no long waiting period, no complicated financial statements to fill out. What's more, if you qualify, you get extra cash anytime during the term of your loan with just a single phone call. The additional amount is simply added to your existing balance with little or no increase in your monthly payment. So don't wait. Call us, today, toll-free at **1-800-525-1211**.

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NEA...Value today, security tomorrow.

UNIFIED CREDIT PLAN
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Currently not available in the following states: AL, DE, IA, KY, ME, MI, NE, NJ, NC, ND, OR, PA, UT, WA, WI, DC, PR or overseas.

NEA FINANCIAL REPORT

NEA Ends Decade In Strong Fiscal Condition

A Report from NEA Secretary-Treasurer Roxanne Bradshaw

The past seven years have witnessed unprecedented growth in NEA membership. Tens of thousands of classroom teachers and educational support personnel, early childhood educators and higher education faculty, retired school employees, and college students have come forward to join our ranks.

Because of this increase in membership, NEA's revenues in the fiscal year ending August 31, 1989, exceeded budget projections. The resulting increase in the Association's fund balance continues to ensure a stable financial environment.

This measure of financial security was accomplished through the vigilant efforts of state affiliates and NEA leadership. In these pages you'll find a complete report of NEA's financial statements for 1988-89, as audited by our certified public accounting firm, Coopers & Lybrand.

You won't need an accounting degree to read this report, but I believe a few interpretive comments from me might be helpful.

The report on pages 26-27 is divided into three parts.

► First, a letter from the auditors stating that the audit was conducted in accordance with generally accepted auditing standards and that the financial statements present fairly the financial position and results of operations.

► Second, the actual financial statements on which the audit by Coopers & Lybrand is based.

► Third, 11 footnotes to the balance sheets and statements of activity, which help explain some of the individual items.

Turning to the general fund statements of activity (page 26), you'll note in the column headed *1989 Actual* that our total revenues were $127,157,007—an increase of $1,873,007 over our projected budget. Overall, this statement shows that each area's expenses were very close to the amounts budgeted.

The chart on this page illustrates the various NEA budget areas, showing both total dollars allotted and percentage of the dues dollar each accounts for. In case you're not familiar with some of these areas, here's a brief explanation of each.

Affiliate Services plans, implements, and integrates NEA programs and services to affiliates. Nearly $35 million of NEA expenditures go directly to affiliates to implement projects and to maintain the more than 1,380 UniServ professionals who provide the on-site assistance members need.

Legal Services funds employment-related legal cases for members and locals, and also protects every NEA member with $1 million in professional liability insurance.

Governance supports the Association's democratic decision-making process by funding the efficient operation of the Representative Assembly and other governance bodies.

Research provides analyses that help chart the Association's course toward educational excellence. Research also offers NEA affiliates, media, other organizations, and lawmakers in-depth data and reports.

Data Processing provides the technical support to accurately maintain the Association's membership records, research operations, office automation, and financial data through sophisticated computers based in Washington, D.C.

Human and Civil Rights guides a wide variety of information, training, and awards programs designed to help guarantee every child and school employee equal access and opportunity in education and employment.

Government Relations is responsible for maintaining NEA's status as the nation's most visible and effective advocate for education before Congress, federal agencies, and organizations that represent state lawmakers and officials. Political Affairs staff coordinate the Association's activities to support and elect friends of public education to public office.

Instruction and Professional Development provides programs and services to help all school employees reach their full professional potential. IPD also tracks and analyzes key education reform issues, including certification, evaluation, and site-based decision-making.

Business and Finance makes sure the hard-earned dues dollars of NEA members are handled in an efficient, effective, and businesslike fashion; maintains up-to-date and accurate records of all 2.0 million NEA members; and provides support services to numerous state affiliates.

Administration provides overall supervision and execution of all Association programs, provides staff support for NEA officers and governance bodies, maintains Association property, and coordinates employee relations.

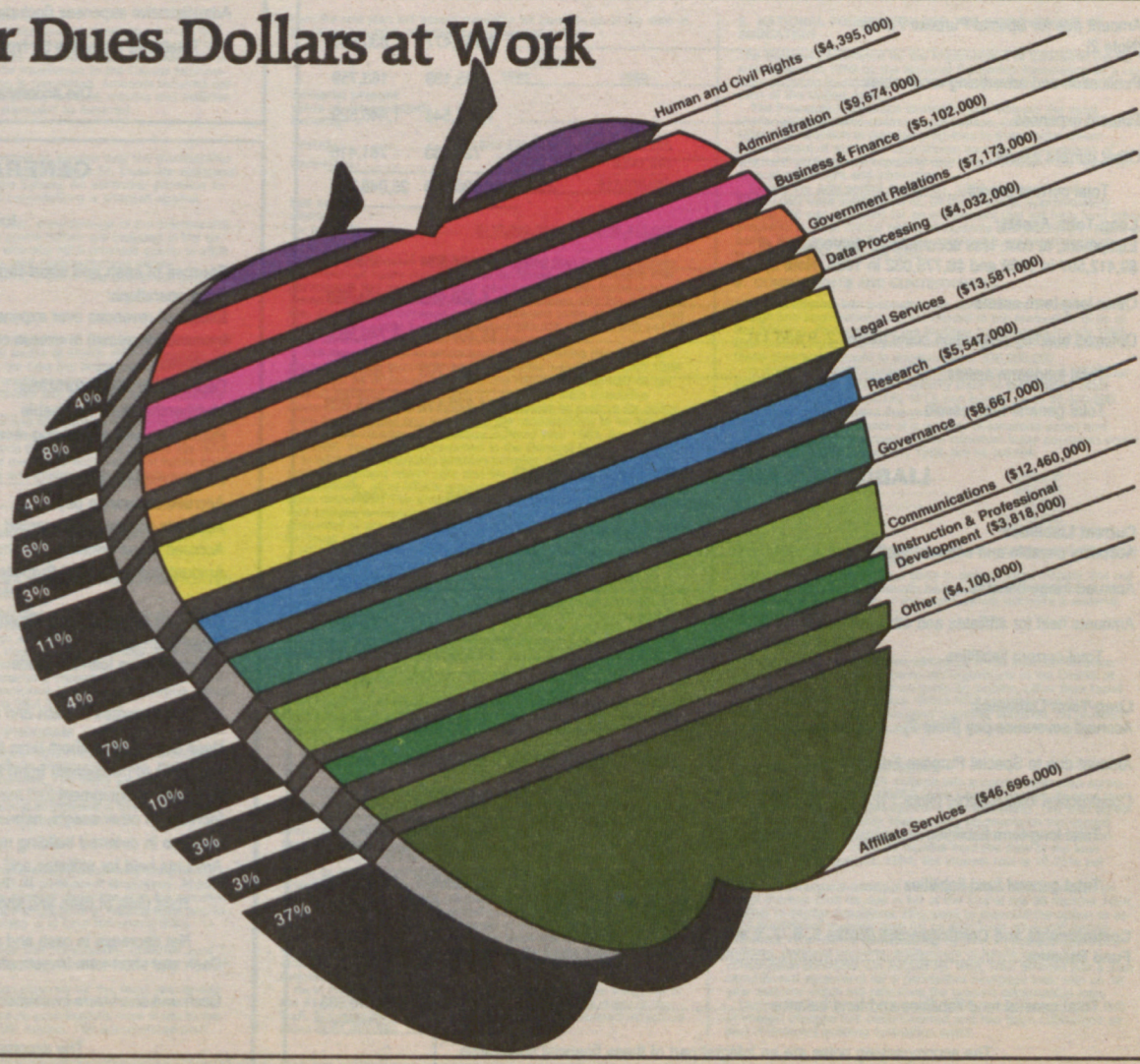
Communications keeps members up to date through *NEA Today* and other publications—and presents the Association's message to the public through the print and broadcast news media and a national advertising campaign.

So, what's the bottom line? You'll find in the balance sheets on page 27 that NEA's total assets as of last August 31 amounted to $54,372,112. These assets consist primarily of membership dues receivable from various state affiliates ($18,599,940); cash and short-term investments ($12,007,510); and funds expended as of that date for the renovation of our headquarters building ($16,407,844), which will ultimately be transferred to the capital improvement fund.

After deducting area expenses ($121,145,494), funding for the National Foundation for the Improvement of Education ($2,300,000), and non-capital building expenses ($1,799,701), we show an excess of revenues over expenses of $1,911,812. That amount was added to the beginning general fund balance to arrive at our ending fund balance, which now equals $26,048,201.

Roxanne Bradshaw is serving her third term as NEA Secretary-Treasurer. She formerly taught psychology at Pikes Peak Community College in Colorado Springs, Colo.

Your Dues Dollars at Work



NEA FINANCIAL REPORT

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Audited Financial Statements

Coopers & Lybrand
Certified Public Accountants

Report of Independent Accountants

To the Executive Committee and Members of the National Education Association of the United States

We have audited the accompanying balance sheets of the General Fund and the Capital Improvement Fund of the National Education Association of the United States (a nonprofit corporation incorporated by Act of the United States Congress) as of August 31, 1989 and 1988, and the related statements of activity and changes in financial position of the General Fund for the years then ended. We have also audited the consolidated balance sheets of the Special Purpose Funds of the National Education Association of the United States and subsidiary as of August 31, 1989 and 1988, and the related consolidated statements of activity and changes in fund balances for the years then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly the financial position of the General Fund, Capital Improvement Fund and the Special Purpose Funds of the National Education Association of the United States and subsidiary as of August 31, 1989 and 1988, the results of operations and the changes in financial position of the General Fund, and the consolidated results of operations of the Special Purpose Funds for the Years then ended in conformity with generally accepted accounting principles.

Coopers & Lybrand

October 31, 1989
Washington, D.C.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
GENERAL FUND BALANCE SHEETS

August 31, 1989 and 1988

ASSETS

	1989	1988
Current Assets:		
Cash and short-term investments at cost, which approximates market	$12,007,510	$12,593,879
Membership dues receivable from state associations, net of reserves for cancellations and uncollectible amounts of $1,170,763 in 1989 and $1,224,293 in 1988 (Note 2)	18,599,940	18,741,443
Amounts due from affiliates and other organizations, net of reserve for bad debts of $60,426 in 1989 and $62,635 in 1988 (Notes 2 and 3)	803,964	490,694
Amount due for Special Purpose Funds (Note 2)	2,166,477	830,988
Publication and advertising receivables	145,139	163,759
Prepaid expenses	1,971,546	1,446,529
Other current assets	725,833	781,416
Total current assets	36,420,409	35,048,708
Long-Term Assets:		
Equipment, at cost, less accumulated depreciation of $9,412,507 in 1989 and $8,775,032 in 1988 (Note 2)	154,934	758,819
Other long-term assets	1,388,925	1,191,553
Deferred building renovation costs (Notes 2, 9 and 11)	16,407,844	5,746,853
Total long-term assets	17,951,703	7,697,225
Total general fund assets	$54,372,112	$42,745,933

LIABILITIES AND FUND BALANCES

	1989	1988
Current Liabilities:		
Accounts payable and accrued liabilities	$11,086,989	$9,958,049
Accrued fringe benefits	3,650,182	3,048,285
Amounts held for affiliates and other organizations (Note 3)	101,373	142,866
Total current liabilities	14,838,544	13,149,200
Long-Term Liabilities:		
Accrued severance pay (Note 2)	2,826,039	2,328,562
Amount due to Special Purpose Funds (Note 2)	7,759,328	3,131,782
Construction loan payable (Note 11)	2,900,000	—
Total long-term liabilities	13,485,367	5,460,344
Total general fund liabilities	28,323,911	18,609,544
Commitments and Contingencies (Notes 5, 6, 7, 9 and 11)		
Fund Balance	26,048,201	24,136,389
Total general fund liabilities and fund balance	$54,372,112	$42,745,933

The accompanying notes are an integral part of these financial statements.

GENERAL FUND STATEMENTS OF ACTIVITY

for the years ended August 31, 1989 and 1988

	1989 Budget	1989 Actual	1988 Actual
Revenues:			
Membership dues (Note 2)	$124,784,000	$126,403,106	$118,211,179
Other income, fees, services	500,000	753,901	915,900
Total revenues	125,284,000	127,157,007	119,127,079
Expenses by area:			
Affiliate Services	45,790,615	46,695,606	45,776,016
Communications	12,631,009	12,459,827	13,619,030
Government Relations	7,378,299	7,172,954	7,078,700
Human and Civil Rights	4,365,289	4,395,368	4,268,268
Instruction and Professional Development	4,131,028	3,818,234	3,875,608
Legal Services	13,360,974	13,581,240	12,685,380
Research	5,918,949	5,547,511	5,396,235
Administration	9,623,582	9,673,570	8,659,809
Business and Finance	5,095,545	5,102,106	4,821,786
Data Processing	4,665,459	4,032,341	4,573,454
Governance	8,165,911	8,666,737	7,416,044
Total expenses by area	121,126,660	121,145,494	118,170,330
Other expenses:			
NFIE (Note 8)	2,300,000	2,300,000	462,350
Building renovation (Note 2)	1,800,000	1,799,701	—
Total expenses	125,226,660	125,245,195	118,632,680
Excess of revenues over expenses	$ 57,340	1,911,812	494,399
Fund balance, beginning of year		24,136,389	23,641,990
Fund balance, end of year		$26,048,201	$24,136,389

SCHEDULES OF AREA EXPENSES BY TYPE

for the years ended August 31, 1989 and 1988

	1989	1988
Salaries and benefits (Notes 2 and 5)	$ 37,784,664	$35,216,282
Grants to, and joint projects with, state and local associations	34,809,654	33,942,530
Kate Frank/DuShane Program expenditures (Note 4)	8,861,594	8,000,929
Travel	11,792,064	11,377,063
Publications costs, net of advertising income	4,498,164	4,514,045
Outside services (including consultants, legal and audit)	15,062,129	16,246,533
Machinery rentals, repairs, materials and supplies	1,962,105	2,015,548
Office expenses (including telephone, office supplies and utilities)	3,347,394	3,869,693
Administrative expenses (including interest, insurance and rent)	3,027,726	2,987,707
Total area expenses by type	$121,145,494	$118,170,330

The accompanying notes are an integral part of these financial statements.

GENERAL FUND STATEMENTS OF CHANGES IN FINANCIAL POSITION

for the years ended August 31, 1989 and 1988

	1989	1988
Sources of cash and short-term investments:		
From operations:		
Excess of revenues over expenses	$1,911,812	$494,399
Increase (decrease) in excess of revenues over expenses from noncash revenues and expenses:		
Depreciation and amortization	637,475	1,279,194
Membership dues receivable	84,297	(2,515,143)
Publication and advertising receivables	18,620	3,949
Prepaid expenses	(525,017)	(632,450)
Accrued severance pay	497,477	19,064
Accounts payable and accrued liabilities	1,128,940	2,818,363
Accrued fringe benefits	601,897	277,690
Amount due to Special Purpose Funds, net	3,292,057	(269,495)
Cash and short-term investments provided from operations	7,647,558	1,475,571
Other sources:		
Construction loan proceeds	2,900,000	—
Total sources of cash and short-term investments	10,547,558	1,475,571
Uses of cash and short-term investments:		
Advances to (repayment from) affiliates and other organizations, net	256,064	(768,894)
Purchase of equipment	33,590	189,242
Increase in other assets, net	141,789	791,387
Increase in deferred building renovation costs	10,660,991	3,408,555
Amounts held for affiliates and other organizations	41,493	203,431
Total uses of cash and short-term investments	11,133,927	3,823,721
Net decrease in cash and short-term investments	(586,369)	(2,348,150)
Cash and short-term investments, beginning of year	12,593,879	14,942,029
Cash and short-term investments, end of year	$12,007,510	$12,593,879

The accompanying notes are an integral part of these financial statements.

NEA FINANCIAL REPORT

CAPITAL IMPROVEMENT FUND BALANCE SHEETS

August 31, 1989 and 1988

ASSETS

	1989	1988
Cash	$ 1,265	$ 1,197
Land at cost	1,753,777	1,753,777
Building, at cost, less accumulated depreciation of $6,766,878 in 1989 and $6,527,886 in 1988 (Notes 2 and 11)	5,130,919	5,369,911
Total capital improvement fund assets	$6,885,961	$7,124,885

FUND BALANCE

Fund balance (Note 2)	$6,885,961	$7,124,885
Total capital improvement fund balance	$6,885,961	$7,124,885

The accompanying notes are an integral part of these financial statements.

SPECIAL PURPOSE FUNDS CONSOLIDATED BALANCE SHEETS

August 31, 1989 and 1988

ASSETS

	1989	1988
Cash	$ 504,603	$ 761,465
Accounts receivable	4,049,847	2,407,359
Prepaid expenses	55,730	20,296
Leasehold improvements, furniture and equipment, at cost, net of accumulated depreciation of $636,804 in 1989 and $501,830 in 1988	346,559	396,351
Total current assets	4,956,739	3,585,471
Amount due from general fund	7,759,328	3,131,782
Total special purpose funds assets	$12,716,067	$6,717,253

LIABILITIES AND FUND BALANCES

Liabilities:		
Accounts payable and accrued liabilities	$1,519,416	$1,818,855
Amount due to general fund (Note 2)	2,166,477	830,988
Deferred Income NEA-Retired Program (Note 2)	1,596,262	1,545,022
Accrued post-retirement health-care benefits (Notes 2 and 5)	4,533,151	—
Total special purpose funds liabilities	9,815,306	4,194,865
Fund balances	2,900,761	2,522,388
Total special purpose funds liabilities and fund balances	$12,716,067	$6,717,253

The accompanying notes are an integral part of these financial statements.

SPECIAL PURPOSE FUNDS CONSOLIDATED STATEMENTS OF ACTIVITY AND CHANGES IN FUND BALANCES

for the years ended August 31, 1989 and 1988

	Fund balances, August 31, 1987	Revenues: NEA appropriation	Revenues: Other	Expenses	Fund balances, August 31, 1988	Revenues: NEA appropriation	Revenues: Other	Expenses	Fund balances, August 31, 1989
UniServ Fund (Note 2)	$ 241,743	$24,438,810	$ —	$24,185,319	$ 495,234	$25,038,195	$ —	$25,414,508	$ 118,921
Special Services and Education Travel Trust Funds	629,553	—	13,712,959	13,483,184	859,328	—	16,157,802	15,837,241	1,179,889
National Education Employees Assistance Fund (Note 7)	60,695	100,000	11,353	78,808	93,240	100,000	3,184	87,497	108,927
Reserve for Retirement Benefits Fund (Note 5)	750,649	—	—	750,649	—	—	—	—	—
NEA-Retired Program Fund (Note 2)	887,779	497,971	203,837	515,001	1,074,586	443,947	441,509	467,018	1,493,024
	$2,570,419	$25,036,781	$13,928,149	$39,012,961	$2,522,388	$25,582,142	$16,602,495	$41,806,264	$2,900,761

The accompanying notes are an integral part of these financial statements.

NOTES TO FINANCIAL STATEMENTS

1. ORGANIZATION

The National Education Association of the United States (NEA) is a nonprofit corporation incorporated under a special Act of the United States Congress. The purpose of NEA is to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation
The financial statements of NEA have been prepared on the accrual basis. To ensure observance with its bylaws, the resources of NEA are classified for accounting and reporting purposes into funds established according to their nature and purpose. The assets, liabilities, fund balances and changes in fund balances are reported in the following fund groups:

General Fund
The bylaws of NEA provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of NEA publications and payments for services and funds received by gift, bequest, devise or transfer to NEA, which are not specifically designated for deposit in the Capital Improvement Fund. All operating accounts and debt services shall be paid out of the General Fund.

Capital Improvement Fund
The bylaws of NEA provide that the Capital Improvement Fund shall comprise the properties and permanent investment of NEA and other funds, or properties received by gift, devise, bequest or transfer for deposit in the Fund. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this Fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds
NEA has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the UniServ Fund and the administration of various services such as insurance plans for members. These funds also include the activity of Member Benefits Corporation (MBC), a wholly-owned subsidiary of NEA. MBC provides support to the Special Services and Educational Travel Trust Funds primarily in the areas of membership services, affiliate support, marketing and training.

General Fund budget
The budget of NEA is designed to achieve the goals and objectives of NEA. The budget amounts included in the statements of General Fund activity are as approved by NEA's Representative Assembly and amended by the Board of Directors, as set forth in the guidelines approved by the Representative Assembly and the Board of Directors.

NEA-Retired Program
During 1982, NEA began offering life membership to retired members through a new special purpose fund known as the NEA-Retired Program. Payments to the fund qualify retired members for the regular services provided to active members, as well as services designed specifically for retired persons. Payments to the fund are recorded as deferred income when received and amortized over the estimated life expectancy of its members.

Property, equipment and depreciation
NEA records depreciation on its building in the Capital Improvement Fund. This depreciation is recorded using the straight-line method of the estimated useful life of the building of 50 years. Depreciation on the building was approximately $239,000 in 1989 and 1988, reflecting the change to the Capital Improvement Fund balance.
NEA capitalizes equipment with a cost in excess of $2,500 in the General Fund and depreciates these assets using the straight-line method over the estimated useful life of the assets.

Deferred building renovation costs
Construction, architectural, design and engineering services and construction-period interest costs related to the renovation of the building have been recorded as deferred costs in the General Fund. The accumulated costs will be transferred to the Capital Improvement Fund when construction is completed. Amounts incurred during construction related to asbestos removal, moving and facilities rental expenses have been expensed as incurred.

Membership dues
Membership dues are recognized as income over the membership year, which is September 1 through August 31. Dues are assessed to members as provided in the Bylaws. An estimated provision for uncollectibles, write-offs and cancellations is charged against membership dues revenues.
In accordance with the Bylaws, a percentage of the membership dues is allocated to UniServ grants (which are included in the expenses of affiliate services), whereby NEA provides grants to affiliates to assist in funding their staff representatives whose responsibilities are to implement, improve and coordinate programs of NEA.

Employee benefit plans
NEA has a policy entitling employees with over 10 years of service to severance pay equal to 10 weeks of salary. NEA recognizes the liability for severance pay at the time the employee reaches 10 years of employment and is entitled to the severance pay.
Pension plan expense is funded and expensed as contributions are due and payable.
Post-retirement health care and life insurance benefits for present retirees is expensed when the premiums are payable. Pursuant to Financial Accounting Standards Board Technical Bulletin No. 87-1, NEA has adopted an accrual method of accounting for future benefits to be provided to retirees and qualified active employees (see note 5).

Reclassifications
Certain reclassifications have been made to 1988 balances to conform with the 1989 presentation.

3. GOVERNANCE AFFILIATES, NONGOVERNANCE AFFILIATES, AND OTHER ORGANIZATIONS

NEA provides various administrative services and acts as custodian for the funds of certain Governance and Nongovernance Affiliates and other organizations, which also offer services to members of NEA and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of NEA. Accordingly, the accompanying financial statements present the financial activity of NEA exclusive of these organizations, except for the funds held by or due to NEA as custodian.

4. KATE FRANK/DUSHANE PROGRAM

The Kate Frank/DuShane Program (the Program) was established by the Representative Assembly to protect the human, civil and professional rights of school employees. The major project of the Program, the Unified Legal Services Program, provides reimbursement for legal assistance to educational employees of the teaching profession in matters related to their employment.

5. RETIREMENT BENEFITS

NEA participates in a multiemployer, defined-benefit retirement plan, which covers substantially all permanent employees. Approximately 70% of the employees covered under the plan are employed by NEA; the remaining 30% are employees of various state and local affiliates of NEA. NEA's policy is to fund retirement costs accrued.
Prior to June 1, 1988 the plan was contributory. Effective June 1, 1988, the plan was amended to make it noncontributory for all NEA employees.
NEA's retirement contribution expense for the fiscal year ended 1988 was approximately $881,000. For the fiscal year ended 1989, no expense was recognized as no contributions were made to the retirement plan since it was fully funded. The accumulated plan benefits and plan net assets available for benefits as of the date of the latest actuarial valuation are presented below:

	January 1, 1989	1988
Actuarial present value of accumulated benefits:		
Vested	$49,979,646	$44,906,755
Nonvested	7,355,097	6,641,310
	$57,334,743	$51,548,065
Net assets available for benefits	$112,080,290	$101,413,945

The actuarial present value of accumulated plan benefits ignores the effects of future compensation increases on the benefits that participants will receive for their past service. If this value is adjusted for projected salary increases, consistent with the assumed rate of return, the adjusted actuarial present value of accumulated plan benefits would be approximately $83,336,000 and $75,144,000 as of January 1, 1989 and 1988, respectively.
The assumed rate of return used in determining the actuarial present value of accumulated plan benefits was 8% for both 1989 and 1988. As of January 1, 1988, the retirement plan had no unfunded liabilities. Effective July 31, 1988, the NEA Executive Committee adopted a resolution to terminate its reserve for retirement benefits fund and to transfer the responsibility to its retirement plan, which transfer was effective in fiscal year 1989. As of August 31, 1988, this liability is recorded in the General Fund.
In addition to providing pension benefits, NEA provides various post-employment health care and life insurance benefits for retirees. Substantially, all of NEA's employees are eligible for these benefits upon retirement. The annual cost for providing such benefits to current retirees is expensed as the premimums are payable, and amounted to approximately $515,000 for fiscal 1989 and $431,000 for fiscal 1988.
NEA has adopted an accrual method of accounting to provide for future payment of post-retirement health care benefits. In order to accrue for the estimated obligation to provide such benefits for present retirees and eligible active employees upon retirement over an estimated period of 10 to 12 years, approximately $2,700,000 and $1,800,000 in fiscal year 1989 and 1988, respectively, was accrued and expensed in the General Fund. This obligation, amounting to $4,533,151, is included as a liability in the Special Purpose Funds as of August 31, 1989.

6. BANK LINE OF CREDIT

NEA has a line of credit of $4,000,000 from a commercial bank at the bank's prime interest rate. There has been no borrowing against the line during the years ended August 31, 1989 and 1988.

7. NATIONAL EDUCATION EMPLOYEES ASSISTANCE FUND, INC.

The National Education Employees Assistance Fund, Inc. (NEEAF), formerly the National Teachers Assistance Fund, Inc., is a nonprofit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this capacity, NEEAF has, from time to time, guaranteed loans made by lending institutions to teachers who were involved in such disputes. These loans are collateralized by letters of credit from those state affiliates which are members of NEEAF and also by NEA's letter of credit in the amount of $1,675,000 on which NEA pays a commitment fee. In the event of default on a loan, the bylaws of NEEAF provide that the bank shall first draw upon the letter of credit of the state affiliate from which the funds were transmitted and, thereafter, proportionately from all other letters of credit, including NEA's.
As of August 31, 1989, NEA is contingently liable for $565,749 of the $1,131,498 in loans guaranteed by NEEAF in the event of default. Subsequent to August 31, 1989 NEEAF guaranteed additional loans of $1,021,550.

8. NATIONAL FOUNDATION FOR THE IMPROVEMENT OF EDUCATION

The National Foundation for the Improvement of Education (NFIE) was created in 1969 by the National Education Association as a tax-exempt public foundation to improve the quality of education for citizens of the United States.
The Foundation develops strategies that address the most challenging problems confronting American education. NFIE has designed its direction to develop programs in three focus areas: improvement of students' educational success, improvement of teachers' professional capability and improvement of the effectiveness of curriculum and instruction.
During the year ended August 31, 1989, payments totaling $2,300,000 were made to NFIE. Of this amount, approximately $1,800,000 was allocated for an endowment that will help fund other programs to meet critical needs of students and teachers in years to come. The remaining funds were provided to cover administrative supporting services of the NFIE.

9. COMMITMENTS AND CONTINGENCIES

NEA has entered into a construction contract and an architecture, design and engineering contract related to the renovation of its office building. Renovation of the facilities commenced in July 1988. Estimated outstanding commitments at August 31, 1989 relative to these contracts amount to approximately $36,000,000.
In April 1989, the Executive Committee approved that NEA guarantee a loan from American Security Bank to the Indiana State Teachers Association (ISTA). ISTA can borrow up to $2,300,000 with terms not to exceed five years.
NEA leases office space at a number of locations under noncancelable operating leases. Future minimum lease payments under these leases as of August 31, 1989, are as follows:

1990	1,035,230
1991	642,831
1992	101,904
	$1,779,965

Rental expense for all operating leases was approximately $945,000 in 1989 and $703,000 in 1988.
NEA has been named as a party in several legal matters, the outcome of which cannot presently be determined. Management believes that the net results of these claims will not have a material impact on NEA.

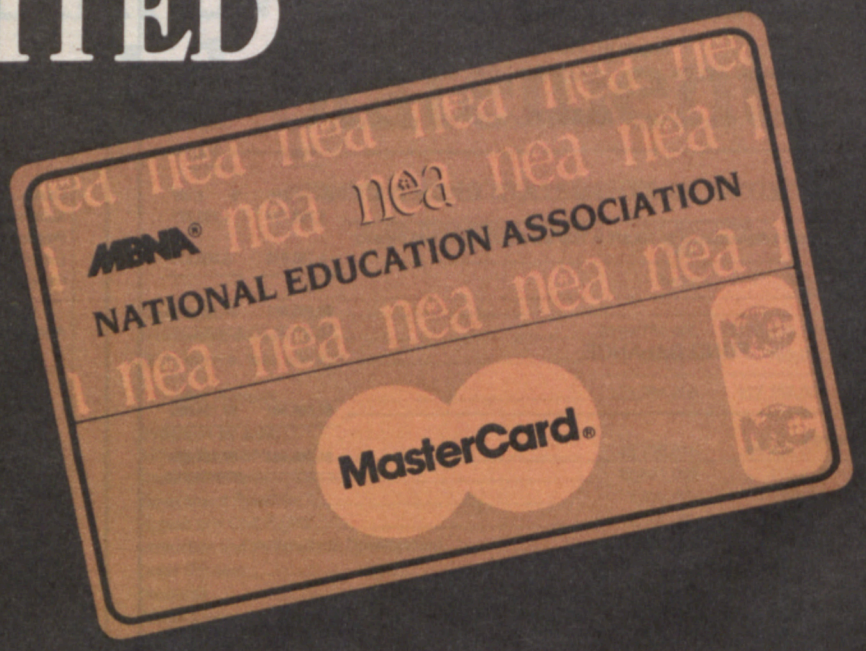
10. INCOME TAXES

Under provisions of Section 501(c) (5) of the Internal Revenue Code and the applicable income tax regulations of the District of Columbia, NEA is exempt from taxes on income, other than taxes on unrelated business income. Since NEA has incurred a cumulative loss from these unrelated business activities, no provision for income taxes has been recorded in the accompanying financial statements.

11. CONSTRUCTION FINANCING

On October 20, 1988, NEA entered into a construction loan agreement amounting to $36,000,000 to be used to partially finance the renovation of the NEA headquarters office building. The loan agreement provides for monthly interest only payments on the unpaid principal balance, at variable rates, during the renovation period which is anticipated to be 30 months from the date of the loan agreement. At August 31, 1989, the interest rate is 10.75% per annum.
The entire unpaid principal balance together with all unpaid interest thereon shall be due in full at the end of the 30 months. NEA, subject to certain conditions, may elect to exercise the option to extend the original maturity date for an additional 30-month period thereafter. The loan is collateralized by NEA's headquarters office building, personal property, assignment of future leases and construction contracts. On August 25, 1989, NEA entered into a loan commitment agreement for a permanent mortgage loan with an 18 year maturity which will refinance the present construction loan.
During the year ended August 31, 1989, approximately $231,000 of interest charges has been incurred and has been capitalized as part of deferred building renovation costs.

YOU'RE INVITED TO APPLY FOR NEA'S NEW GOLD STANDARD.



The NEA Premier Gold MasterCard®—the most valuable credit card you'll ever carry.

It offers you greater convenience and protection than other premium gold cards—yet costs considerably less:
• Annual fee of only $15 (waived entirely the first year*) • Free extra card • Low 16.5% APR (15.5% for Average Daily Balances over $2,500) • Warranties on purchases • $5,000 minimum credit line • Worldwide emergency legal and medical assistance • Full-value car rental insurance • Payment holidays • Free credit card registration service • $1 million travel AD&D insurance • Accepted at twice as many locations as the American Express® Gold Card—and much more! *To apply for this new gold standard, use the application below or call us at 1-800-847-7378* (Please give our Teleservice Representative this special code: BLAZ).

*New UCC program participants only. For members currently in the program, the annual fee will not be assessed until the anniversary date of your current account.

BLAZ

YES! I would like to apply for the NEA Premier Gold MasterCard. All applications will be subject to a confidential standard credit review by MBNA America℠ The NEA is not involved in the review process. **Please check one:**

☐ I **do not** have an NEA credit card.
☐ I **do** have an NEA credit card.

YOUR PERSONAL DATA (Please Print)

Name		
Address		
City	State	Zip
Home Phone	Business Phone	
Social Security Number	Date of Birth	
Are You: ☐ Renting ☐ Buying or ☐ Own?	Monthly Payment $	
Previous Address (must be completed if at present address less than 3 years.)		
Employer		
Position	Years There	
Previous Employer or School Attended		
Annual Salary $	Other Income $	
Total Income $		

Include income from *all* sources during this year. (Alimony, child support, or separate maintenance income need not be revealed if you do not wish it considered as a basis of repayment.)

State Association
Mother's Maiden Name (for use when you request special action taken on your account)

ADDITIONAL INFORMATION

Current Credit Card Accounts (if applicable)

MasterCard®/VISA® Account #
American Express® Account #
If you already carry an NEA Card: Account #
If you are not eligible for the NEA Premier Gold MasterCard, would you like to apply for the NEA School Days MasterCard? ☐ Yes ☐ No

CO-APPLICANT ONLY (Please Print)

Co-Applicant's Name (over 18 years of age)	
Social Security No.	Relationship to Applicant
Employer	
Position	Years There
Annual Income $	Business Phone

I (We) authorize MBNA America to investigate any facts or obtain and exchange reports regarding the application or resulting account with credit reporting agencies and others. Upon request, I (We) will be informed of each agency's name and address. I have read this entire application, agree to its terms and understand that I will be jointly and severally liable for all charges on the account.

X
Your Signature Here (Seal) Date

X
Co-Applicant Signature (Seal) Date

NOTE: Send no money; the $15 annual fee will be waived the first year for new participants in the program.

ACCOUNT INFORMATION

Annual Fee(s)	$15 for the NEA Premier Gold MasterCard; $9 for the NEA School Days MasterCard. Fee waived first year for new participants in the program.
Annual Percentage Rate	16.5% for that portion of the Average Daily Balance equal to or less than $2,500 and 15.5% for that portion of the Average Daily Balance exceeding $2,500.
Grace Period for Repayment of Balances for Purchases	At least 25 days from statement closing date.
Method of Computing the Balance for Purchases	Average Daily Balance (including new purchases).
Transaction Fee for Cash Advances, and Fees for Paying Late or Exceeding the Credit Limit	Transaction Fee for Bank and ATM Cash Advances: 2% of each cash advance; $2 minimum, $10 maximum; Transaction Fee for Access Check Cash Advances: 1% of each cash advance; $2 minimum, $10 maximum; Late Payment Fee: $10; Over-the-Credit-Limit Fee: $10.

The information about the costs of the card described in this application is accurate as of 12/89. This information may have changed after that date. To find out if further changes have been made, write to the address below.

MAIL YOUR SIGNED REQUEST FORM TO:
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WILMINGTON, DE 19850

UNIFIED SPECIAL SERVICES
NEA...Value today, security tomorrow

NOTE: This program is currently not available in District of Columbia, Michigan, Pennsylvania and Puerto Rico.

1/90

TRENDS

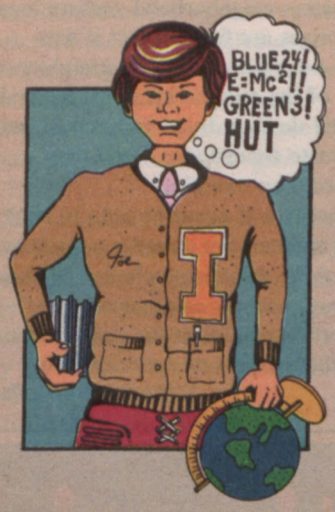
You Gotta Believe?

It's still black and white and read all over (unless it's in color, on television), but its credibility rating has dipped over the past four years.

Public confidence in the press—at least in the believability of 15 out of 16 major news organizations—has dropped by about 5 or 6 percentage points, according to a survey by the Times Mirror Center for People & the Press. But public *support* for the press remains at around 80 percent. Freedom of the press is more important than government censorship in protecting national security, say 52 percent—up from 38 percent in 1985.

Major dissatisfaction? Seventy-six percent of the public, 88 percent of business leaders, and 75 percent of political leaders cite political bias in news coverage.

The Jock Myth Revisited



A Buffalo sociologist is out to set the record straight on the stereotype of the high school athlete as all brawn and no brains.

A national study of 14,000 high school athletes found that Black and Hispanic athletes fare better academically than their nonathletic counterparts. On nationwide mathematics, vocabulary, and reading achievement tests, some 28 percent of Black male athletes—but only 23 percent of Black male nonathletes—rated in the top 25 percent.

The study, *Minorities in Sports: The Effect of Varsity Participation on the Social, Educational and Career Mobility of Minority Students*, also found that rural Black males are less likely to drop out—and white males are more likely to go to college—if they're involved in athletics.

The Results Are In: We're Lost

Living in a superpower country doesn't help when it comes to knowing your way around the world. That's one finding of a geography quiz given to citizens of 10 countries. U.S. adults ranked sixth, while the Soviets tied for last place. Among young adults, the Soviets did better, but U.S. respondents came in last.

A Gallup poll conducted for the National Geographic Society asked people to identify 16 locations on an unmarked world map. Among adults, the Swedes topped the competition by identifying an average of 11.6 places. Soviets named 7.4, tying with Mexico for last place, while U.S. adults named an average of 8.6. Among young people 18 to 24, the Soviets named an average of 9.3 places correctly, while U.S. youth finished last with 6.9.

The real kicker: 13 percent of Soviet and 14 percent of the U.S. respondents couldn't find their own countries.

Just the Facts...

The newly released *Statistical Abstract of the United States* is so chock-full of facts—more than half a million—that it's the source of choice among teachers, researchers, and journalists.

The 1989 volume provides a preview of the 1990 Census, noting that the population of the U.S. will reach 250 million, the median age will hit 33, and California will remain the most populous state. It contains whimsical tidbits as well: bananas are the favorite fruit in the U.S., and washing machines can be found in a higher proportion of Spanish households (93 percent) than U.S. households (73 percent).

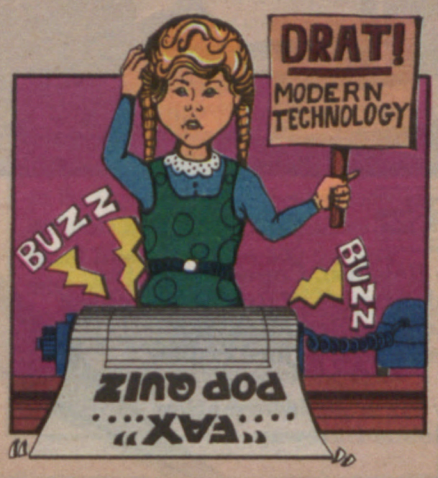
The *Abstract* can be ordered from the Superintendent of Documents, Government Printing Office, Washington, DC 20402 (phone 202-783-3238).

...And the Fax

When the teacher's on the television instead of in person in the classroom, it's hard to hand out or hand in homework.

Not so—not now—in Sibley County, Minn., an agricultural area 60 miles southwest of Minneapolis-St. Paul, where the latest office marvel—the facsimile machine—has come to the rescue. It's the newest component of a four-year-old interactive closed-circuit cable TV system that brings advanced instruction to small, isolated parts of the county. The cable that transmits the television image carries the fax messages, saving time and phone costs.

From now on, instructors can give pop quizzes and get instant turn-around from students. Sibley County used the last $22,000 of a $150,000 state interactive TV grant to set up the system—and earn a place in history as the first U.S. school district to use the fax for assigning and handing in homework.



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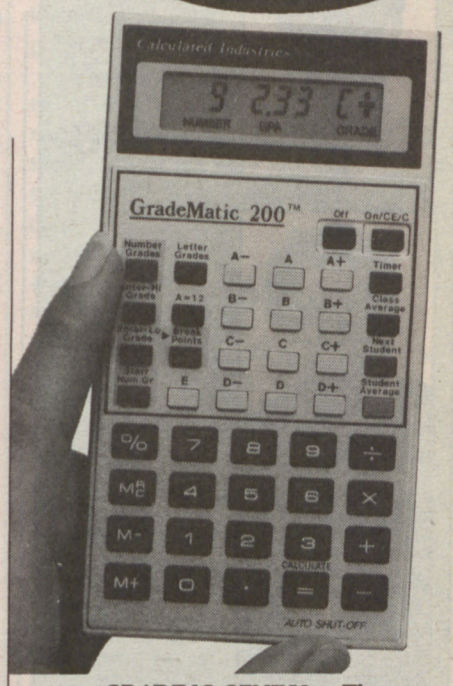
Now you can cut the time you spend grading by up to 63% (or more) with the amazing new GradeMatic 200 grading calculator for teachers.

That's right. At last there's a handheld calculator that lets you average grades — *with the touch of a few buttons!*



GRADING GENIUS — The new GradeMatic 200™ makes grading a snap. It's on sale for $39.95, or 2 for $74.95.

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Whether you use letter grades, numerical scores, or a combination of both, you will save hours upon hours of time each marking period with the new GradeMatic 200.

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Plus, it handles up to 99 grades per student and up to 99 students per class — *automatically.*

Compact and Complete

Unlike computer grading programs, the GradeMatic 200 lets you grade where you want and when you want. It measures a mere 2 3/4" x 5 1/4" x 1/4", so it fits easily in your purse or pocket.

And the new GradeMatic 200 also works as a regular math calculator with Percent, Memory, and battery-saving Auto Shut-Off. It even keeps track of Class Average, and has a built-in Timer Alarm.

Best of all, the GradeMatic 200 comes complete with easy-to-follow instructions, 1-Year Warranty, replaceable batteries (avg. life over 2 yrs.), and sturdy vinyl carrying case.

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"I can't believe the time I save with this wonderful invention! It's so easy even my students can use it."
Gary Geivet, Santiago Elementary, Santa Ana, CA

"I moved from 30 hours per grading period (to average grades) to less than 10 using the GradeMatic."
Sherrie D. Morritz, Grandview Jr. High, Phoenix, Arizona

"Best teacher's aid yet! Makes grade averaging fun!"
Virginia Mattingly, South Spencer High School, Rockport, Indiana

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With all the time you save on your first marking period alone, the $39.95 GradeMatic 200 will pay for itself many times over.

What's more, you risk nothing by ordering the GradeMatic 200. Because if for any reason you're not totally delighted, *simply return it within 30 days for a full refund!*

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Qty.	Product	Price	Shpg.*	Total
	1 GradeMatic 200	$39.95	$3.95*	
	2 GradeMatic 200's *Save $7.40*	$74.95	$5.45*	
	Leather Case	~~$10.00~~ *FREE w/calculator*		
	Gold Initials | | |	$1.50 each initial		

*For ea. additional unit ordered add $1.50 shpg. CA 6.25% Tax ____
Qty. Discounts -- 5 or more $37.50 ea. TOTAL ____
*Leather Cases with initials are, of course, not returnable.

Name _____
Address _____
City/St/Zip _____
☐ Check enclosed for entire amount of order, including 6.25% tax in California.
☐ VISA ☐ MasterCard ☐ Am/Exp
Acct.# _____ Exp. Date ___/___
Sign Here _____ NEA-290

BOOK BEAT

'What's Good for Burnouts....'

Blacks, Science, and American Education

Edited by Willie Pearson, Jr., and H. Kenneth Bechtel

Rutgers University Press. 174 pp. $35.

The Cocaine Kids

By Terry Williams

Addison-Wesley. 140 pp. $16.95.

Jocks and Burnouts: Social Categories and Identity in the High School

By Penelope Eckert

Teachers College Press. 195 pp. $31.95; paper, $16.95.

The line, "what's good for burnouts is Good for America," comes from *Jocks and Burnouts*, Penelope Eckert's new study of social class in a suburban Detroit high school.

Eckert's burnouts are working class white kids, the kind who still smoke cigarettes and make no effort to do well in school. Ferociously loyal to a counter-school ethic, burnouts are self-marginalizing: by refusing to take academics seriously—or even school-based athletics for that matter—they take themselves out of the running for futures linked to school success.

And what horrifies Eckert: their high schools do nothing about it! The schools stand back, she says, and let kids polarize themselves into social classes on the basis of their parents' social class. The results are serious, because the labels "increasingly restrict individual choices with lasting implications [for] curriculum choice, academic effort, and substance use."

But burnouts are not the only marginalized youth in this country. Two other new books discuss other marginal groups. *Blacks, Science, and American Education*, edited by Wake Forest sociologists Willie Pearson and Kenneth Bechtel, looks at Black youth, marginal to the extent that they don't take the sequence of high school science and math courses that leads to scientific careers.

The Cocaine Kids follows a "crew" of Manhattan drug dealers— still in their teens when anthropologist Terry Williams began to study them some eight years ago. These kids (of Dominican origin), operating entirely outside the legal economy, are about as marginal as they can be.

Clearly, none of these young people are reaching their potential. What things could schools do—or have done—to prevent such waste?

Eckert suggests that schools could hold the loyalties of burnouts better if they organized courses the way burnouts like them—in ways that encourage collaborative learning. The burnouts she studied in a Detroit suburb hated ordinary academic classes, but they would take art, she observed, because they could interact with classmates and receive individual task-oriented attention from the teacher.

Schools could also set up math-and-science-conquering programs like the ones Beatriz Clawson, a researcher with the Educational Testing Service, describes in her chapter in *Blacks, Science, and American Education*. She writes of three exceptionally effective programs—one for junior high students, one for high school students, and one for undergraduates—that help keep Black youth in school and enrolled in tough science and math courses. All emphasize coaching and mentoring. One is based on moving kids through the learning stages described by the developmental psychologist Jean Piaget. One is particularly good at involving families. Most important: all assume that minority youth need to be inducted into the ways scientists think and work.

But as for the kids who actually earn their living through chemistry—"the cocaine kids" Terry Williams writes about—there is little mention of school in the book about them. School is simply not on the agenda of people who buy cocaine wholesale and sell it retail.

Could school ever have been on the agenda of the "cocaine kids?" Williams doesn't say, but he describes well education's competition: the attraction of illegal enterprises in neighborhoods—like the kids' Upper West Side Manhattan neighborhood—where legal enterprises are few. In fact it was time—not education—that straightened some of the cocaine kids out. Several stopped dealing drugs and moved into legitimate occupations when they reached their twenties.

Schools will never be able to hook every student, but a reader comes away from these three books believing there are ways schools can increase the proportion of kids at the center rather than the margins of American life.

—Nancy R. Needham

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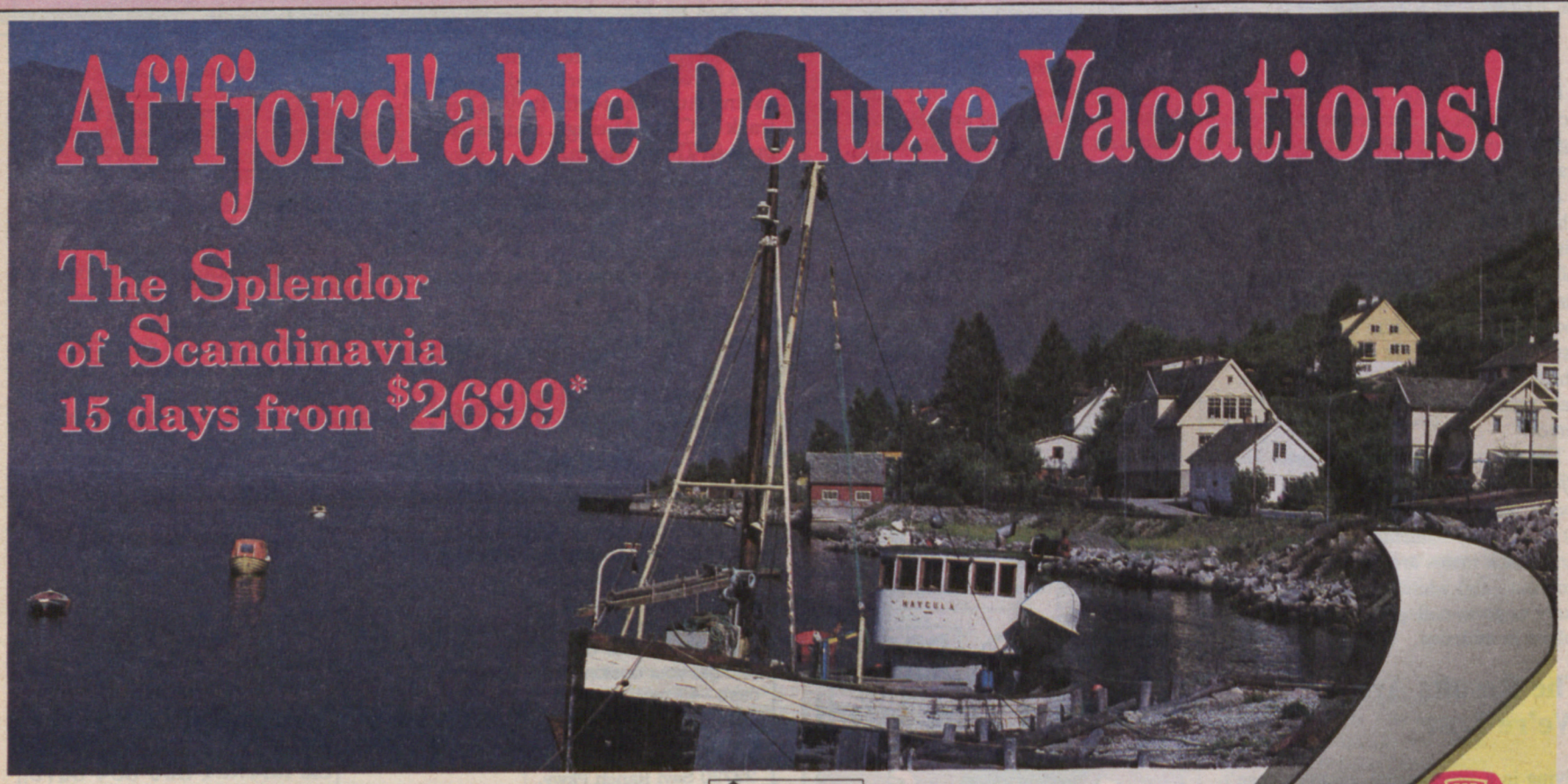

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Your NEA

REACHING OUT

New Jersey Models

The New Jersey Urban Outreach Program supports four groups of teachers working to reduce dropout rates in urban districts. The projects are designed to boost parent involvement, cut teen pregnancy rates, strengthen students' math skills, and encourage mentors to work with kids.

Funding for the projects comes from the National Foundation for the Improvement of Education (NFIE), through a grant from the Prudential Foundation.

This year's grants have been awarded to—

► The Math: A Subject for Life program (Gloucester), designed to assist at-risk students who've failed math tests. The program is establishing a math lab, a program of parental involvement, and a faculty in-service training program. Its NFIE grant: $12,750.

► The Parental Involvement for Children's Kindergarten Success (PICKS) project (Woodbridge), offering Ross Street School parents a series of workshops on helping children develop good study habits and improve basic skills. Its NFIE grant: $7,235.

► The Mentor program (Roselle), combatting poor attendance, tardiness, excessive suspensions, and low grades at Abraham Clark High School.

Each teacher will take on responsibility for monitoring—and improving—one student's academic progress and attendance, tardiness, and suspension patterns. Its NFIE grant: $12,282.

► The Positive People Program (Willingboro), bringing together staff, parents, community, and students to reverse a rise in teen pregnancy rates among 12- to 14-year-old students. Its NFIE grant: $7,015.

Tie-In to Other Countries

If you'd like to find a job in one of the hundreds of English-speaking schools throughout the world, *The International Educator (TIE)* may help.

TIE is a quarterly publication of The International Educator's Institute, an association serving the professional and personal needs of the international school community. It gives salary ranges, benefits and other terms and conditions of employment, and application instructions for hundreds of teaching and administrative openings in American and international schools worldwide.

Subscriptions cost $25 a year. For more information, contact *TIE*, P.O. Box 103, West Bridgewater, MA 02379 (1-508-580-1880).

Upcoming RA Action

Delegates to the 1990 NEA Representative Assembly, to be held July 5-8 in Kansas City, Mo., will elect a secretary-treasurer and two executive committee members. The secretary-treasurer will serve a two-year term, and the Executive Committee members will serve three-year terms, all beginning September 1, 1990.

Candidates must have been active NEA members for two years immediately preceding the election. Time spent by an active member in the educational support membership category will be counted for purposes of the two-year requirement. The May/June issue of *NEA Today* will carry photos and candidate statements of those filing for office and submitting statements by April 1. Submission of filing forms does not constitute nomination for office.

The Representative Assembly may also need to elect at-large NEA directors representing ethnic minorities, administrators, classroom teachers in higher education, and active members employed in educational support positions pursuant to Article V, Section 1(c), (d), (e), and (f) of the Constitution. If such elections are necessary, the presidents and executive directors of state affiliates, the NEA Board of Directors and Executive Committee, and the NEA Committee on Minority Affairs will be notified in June.

Filing forms and election information, including the *Campaign Regulations for Candidates for NEA Office*, are available from the NEA Executive Office, 1201 16th St., N.W., Washington, DC 20036.

Earth Day, 1990

On April 22, it's expected that as many as 100 million people worldwide will celebrate the 20th anniversary of Earth Day.

The day was conceived by former Senator Gaylord Nelson (D-Wisc.) as a nationwide teach-in to dramatize America's environmental plight. The concept mushroomed: Earth Day, 1970, turned out to be the largest organized demonstration in the nation's history, with 20 million people participating.

This year, the effort is to raise environmental consciousness *internationally*, rallying participants behind the slogan "Who says you can't change the world?" To help involve K-12 students and teachers nationwide, Earth Day organizers have prepared four 2-day lesson plans (grades K-3, 4-6, 7-12 science, and 7-12 social studies), complete with a home environmental survey and action guide. Fact sheets are available on the eight topics with which the day is most identified: water conservation, ozone depletion, tropical rainforests, pesticide legislation and enforcement, recycling programs, tree planting, acid rain, and global warming.

For more information, contact Earth Day 1990, P.O. Box AA, Stanford University, CA 94309 (1-415-321-1990).

LOOKING BACK

Space Camp Revisited

All systems are go for expansion of Space Is Special, a project of Grand Rapids, Mich., special ed teachers Mike Kersjes and Robynn McKinney ("Take Off!" Oct. '89). Last summer Kersjes and McKinney took their special education students to Space Camp in Huntsville, Ala., where the kids excelled in the academically demanding astronaut training program.

The Steelcase Foundation has given the two a grant of $20,000 plus the offer of $20,000 more if they can raise $40,000 from other sources by June 1. And the Wege Foundation has given a $10,000 grant—and challenged Smith Industries, an aerospace corporation, to a matching grant.

Kersjes reports that reader reaction to the October article was tremendous. At press time, he and McKinney had heard from more than 500 teachers, who either expressed support for their program or requested more information about it. Kersjes says those who asked for materials will be receiving them soon, if they don't already have them.

A Good School Gets Better

Mike Spinelli

Progress continues at Hawthorne Elementary School in San Francisco, which in recent years transformed itself from a down-at-the-heels holding facility to an inviting place to learn ("Turning a School Around," Feb. '88).

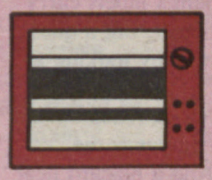
Now Hawthorne is reaping further honors. It's just been named one of California's Distinguished Schools for 1989, in part for its dedication to building harmonious relations among its 700 students. No small achievement for a school that just four years ago was considered the worst elementary school in the district.

Of Hawthorne's students, 90 percent are "linguistically or dialectically different from the English mainstream" and 70 percent are classified as educationally disadvantaged. To meet that challenge, Hawthorne faculty members have developed a language acquisition program as the cornerstone of the curriculum.

This program aims to help each student develop full English language fluency and literacy. At the same time, teachers help students improve their native language abilities, because they regard knowing such a language as a valuable asset.

Says African-American history teacher Alan Gilbert: "We've succeeded by planning and moving forward together. We've grouped the children, taking into consideration the language development needs of each child and targeting our teaching accordingly."

And Now a Word...No!



Whittle Communications' daily 12-minute (with two minutes of commercials) classroom TV news program, *Channel One* ("Cable Networks Compete for Classroom Market," Sept. '89), has fallen on tough times.

Meanwhile, the Cable News Network's (CNN) 15-minute, ad-free classroom TV news program, *CNN Newsroom*, has signed up 5,300 schools. *Channel One* claims to have 1,000 schools.

NEA, the National PTA, and organizations of school boards, school administrators, and high school principals support CNN's program.

Whittle Communications is also losing advertising support. Maybelline, Levi Strauss 501 Jeans, and the Wrigley Company all have said they'll no longer advertise on *Channel One*. Only two of the six schools that pilot tested for *Channel One* have signed up to continue with the program.

Several major cable system operators have announced that they'll wire schools and provide them with TV sets and VCR equipment at no charge.

NEA-PAC

Keeping Pace with the Price of Politics

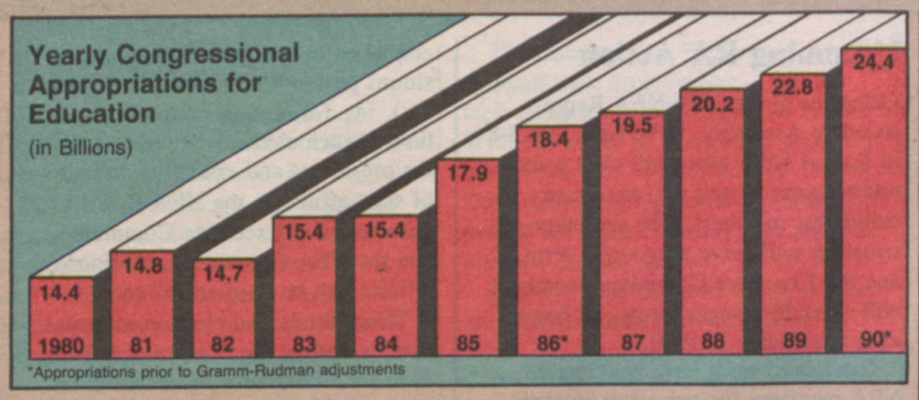
The 1980s saw an increase in public support for education, but NEA President Keith Geiger warns: "to sustain education as a top national priority in the '90s will require an ever-increasing commitment to politics on the part of our members."

Why? Geiger gives two key reasons. First, "the size of our classes, the services our students receive, our salaries and working conditions—all these things are determined by elected leaders. If we want our schools to get the resources they need, we need to elect pro-education candidates."

Second, the demand and competition for campaign dollars continue to accelerate. In 1988, the total cost of all Congressional campaigns was $458 million, while the average price tag to win a seat in the U.S. House of Representatives reached $170,800—up 219 percent since 1980.

During this same period, NEA's political action contributions grew from $287,000 to $2 million, while total contributions to Congressional campaigns from all PACs rose from $37.2 million to $118 million.

"As the cost of successful campaigns spirals ever higher, it's imperative that each member make a voluntary contribution of at least $10 to NEA-PAC," says Debra DeLee, director of NEA Government Relations.



"The campaigns of 1990 and 1992 will continue the current pattern of ever greater dependence on high-cost media," DeLee predicts. "If we're to continue as a highly respected force in national politics, we'll need to focus more attention on fundraising and volunteer participation."

By hitting the $2 million mark in 1989, NEA's political action program set another annual record, the eighteenth in a row.

"NEA-PAC contributions are growing in direct proportion to member understanding of the importance of political participation and the Association's campaigns to sign up new contributions," says Geiger.

Thirty-seven states increased their total contributions to NEA-PAC last year. The leaders, all achieving increases in excess of 60 percent over 1988 contributions, were Delaware, Kansas, and Tennessee.

The average individual member contribution for 1988-89 is $1.15. Sixty-two percent of all NEA-PAC contributions comes from members who contribute through payroll deduction. The balance comes from members who give through annual solicitation drives and participation in special fundraising events.

Recent Congressional fights over federal education funding illustrate the importance of electing pro-education leaders.

In 1989 the 101st Congress set a new appropriations record for all federal education functions of $24.4 billion. However, the imposition of Gramm-Rudman spending limits cut the total to about $24.1 billion, which falls below the real cost of inflation.

"The lesson here is clear," DeLee notes. "In the highly politicized environment of Washington, establishing and maintaining education as a primary spending target in Congress requires a political commitment equal to the task.

"If NEA members fail to provide the financial and human resources necessary to elect and re-elect members of Congress who support a much higher priority for education in the future, education can only fall behind in its competition with other pressing national needs.

"The final result," she cautions, "will depend on the value we place on education."

IDEA EXCHANGE

Easy-on-the-Nerves Scholarship Competition

When representatives of groups offering college scholarships meet 12th graders interested in receiving them, the result can be acute stage fright. But Peggy Hanselman, a counselor at Pennsylvania's New Hope-Solebury Junior-Senior High, says her school has a way of bringing the parties together that's easy on both. The program was patterned after one at Montgomery High School in Skillman, N.J.

First, each 12th grader gets a scholarship application to complete and a transcript release form for parents to sign. Those who return both documents are scheduled for group interviews with representatives of the scholarship donors. Using interview clusters makes the most efficient use of time—and, equally important, helps students feel less intimidated than if they were interviewed alone.

On the day of the interviews, the representatives receive copies of each student's transcript and completed application to help them formulate appropriate questions and make their decisions. The names of the recipients aren't revealed until graduation.

An added benefit: Younger students observe the neatly-dressed seniors waiting to be interviewed in one of the school's largest classrooms. This enhances the importance of the occasion for them, says Hanselman, as they look forward to the day when they'll be vying for scholarships.

Labels Raise Questions, Kids Give Answers

Lawton, Okla., transitional first grade teacher Betty Klein has her own way of labeling objects in her Sheridan Road School classroom. Klein's labels carry not the name of the object, but a question students can answer by looking at the object.

The label above a clock reads "What time is it?" Above a mirror is the query "Who is it?" And a placard near the U.S. flag asks, "Who can say the Pledge?"

Klein discusses the use of the question mark before introducing the labels, one or two at a time. As students learn to read more, the questions increase in number and complexity.

Klein notes that the youngsters enjoy reading the questions to their parents during school open house.

Am I Seeing Things? Is That My Child?

Parents of children in Donna Bachman's fourth grade class at Marcellus (Mich.) Elementary School were taken aback recently when they attended open house.

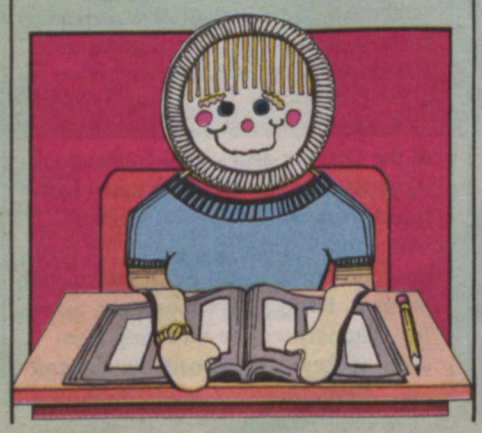
There, seated at the desks, were life-size representations of the students.

The students themselves created the dolls—each consisting of torso and head—and dressed them in their own clothes.

They made each body from a wire hanger bent into the shape of a diamond, and each head from two paper plates, fastened back-to-back.

For arms and hands, the kids traced their own limbs onto manila paper. As a further personal touch, they added their own watches and rings.

Bachman plans to expand the project next year—the kids will give the dolls legs and feet dressed in jeans and tennis shoes.



Honoring Amateur and Professional Writers

Writing's a challenge, not a chore, for students in Yorkville, Ill. All year they look ahead to the school district's Young Author's Week, held in the spring.

During that week, explains Tamara Eaton, a language arts teacher at Circle Center Junior High, individual K-8 students' writings—neatly copied, illustrated, and bound—are displayed in school learning centers and classrooms for parents and classmates to see and read.

The district awards each writer a certificate of accomplishment.

As part of the festivities, the district arranges for authors of published books for young people to visit classes at appropriate grade levels, talking, answering questions and sharing refreshments with students.

This strong emphasis on books makes the writing process gain popularity with students throughout the district, reports Eaton.

Have a favorite classroom tip or project you'd like to share with readers of* NEA Today? *Jot it down, include a graphic if you'd like, and send it to Idea Exchange,* NEA Today, *1201 16th St., N.W., Washington, DC 20036.

Health

Information about health factors that affect the way students learn.

Sidney Hurwitz, M.D., is a national spokesperson for skin care for the American Academy of Pediatrics. Besides serving as clinical professor of pediatrics and dermatology at the Yale University School of Medicine, he also chairs the American Academy of Pediatrics' Section on Dermatology. In this issue of NEA Today, *Dr. Hurwitz answers questions about acne.*

What does modern medicine know about acne?
For many years, nobody really knew what caused acne. Doctors thought it was dirt and poor hygiene. We had people scrubbing their faces 20 times a day and staying away from all the foods that children enjoy. However, in the last 15 or 20 years, much research has been done on this subject. We now know what the major causes are, and as a result, we now have appropriate external, as well as internal, medications.

What causes acne?
We all have oil glands—15,000 to 20,000 oil glands just in the face alone. These glands don't do very much until one approaches adolescence, at which time the hormones stimulate these glands to manufacture oil.

The problem is not dirt plugging the pores, as people used to think. Nor is it oil on the surface of the skin. Instead, there are cells that line the ducts of the oil glands, which, for reasons we don't completely understand, become plugged.

Therefore, as one makes more oil, the oil can't escape. It gets caught in these oil ducts, which then become tiny, microscopic whiteheads down inside the skin.

We don't really see them at first, but as the oil glands make more and more oil, these whiteheads become larger. Problems start when these oil glands rupture and oil escapes within the surrounding skin.

The oil is very irritating, which causes an inflammation. This is not an infection. The body tries to reabsorb the oil by bringing in a blood supply in pus cells to the area, which then appear as pimples, pustules, cysts or nodules of acne.

What's the best treatment?
There is no one way to treat acne. Each case must be individualized. We have several excellent external medications and we have a few internal medications. Of the external medications, we have benzoyl peroxide, Retin-A, and external antibiotics. There are also antibiotics that are taken internally.

Are there any dangers in taking any of these internal drugs?
The internal antibiotics have very few side effects. The major ones can be monitored very easily, but we prefer, whenever possible, to utilize external medications. Internal antibiotics can occasionally cause gastrointestinal complaints and vaginal yeast infections. They also shouldn't be taken by a person who is pregnant.

We now have a more powerful internal drug called Accutane, which is reserved for those few individuals with severe pustular or cystic acne who do not respond to other appropriate treatment.

Accutane, however, has major side effects. It should only be prescribed by a physician who is an expert on treating acne. The main side effect is in women who are pregnant or become pregnant while on this treatment; an abnormal baby can be the result. Although it is an excellent medication, it should not be overprescribed, and should be used only within certain guidelines.

Are there any problems associated with the external medications?
No, except that some of them can be slightly drying to the skin. Occasionally, an individual can be allergic to one of the external medications. You have to learn how to use them appropriately. Retin-A use can make the skin more sensitive to sunburn. Therefore, a user must be more careful to apply the appropriate sunscreen.

What makes acne worse?
Since acne is triggered by hormones, acne may flare up when a person is under stress or is not getting enough rest. Under these circumstances, the adrenal glands work overtime and make more hormones—and, as a result, more oil. Acne can also flare up at the onset of menstruation or during the menstrual cycle.

Other things that can make acne worse include using preparations which plug up the oil ducts (such as certain cosmetics or moisturizers), working in a fast food store, where the grease in the air permeates the skin, or working in a gasoline station or garage, where there's a lot of oil or grease in the air.

Heat or humidity can aggravate acne in certain individuals. Friction and pressure (such as that of helmets, chin straps and shoulder pads) can also aggravate the condition.

What about scarring of the skin? Is this still a problem?
It can be. When one has a severe acne lesion, pimple, pustule or cyst, the body tries to wall it off with fibrous tissue. Once the body reabsorbs the lesion or cyst, this fibrous tissue will contract and pucker in the skin. That's what causes scarring. When people pick or squeeze pimples, lesions that are already plugged at the skin's surface leak into the surrounding skin, thus worsening the condition.

What activities should teenagers with acne avoid?
Swimming doesn't affect acne, although it does dry the skin a little bit. So swimmers using an acne medication (which can be drying) may have to use more moisturizer in order to prevent the excessive dryness. But otherwise, water doesn't really affect it.

Exposure to sunlight makes acne look better, so for years, doctors used ultraviolet lamp treatments, thinking they helped. All a suntan does is give a person a sense of well-being, mild peeling, and a redness or tan which helps conceal the lesion temporarily. But being in the sun causes the body to make more oil, which in turn makes more whiteheads. These tend to suddenly flare up when a person isn't in the sun anymore. We should recognize the fact that the sun isn't always our best friend. The sun does damage. We're getting more skin cancer.

What can teachers do to ease the embarrassment of students who have acne?
I think it's important that teachers talk with students about how acne makes them feel. Explain to them that although acne bothers them, it can be treated effectively. Encourage them to seek appropriate treatment and let them know that, with present-day treatment, acne can usually be controlled.

Affected children may be embarrassed about their problem and withdraw from social activity. Reassure them and suggest that they engage in activities that will make them feel better about themselves.

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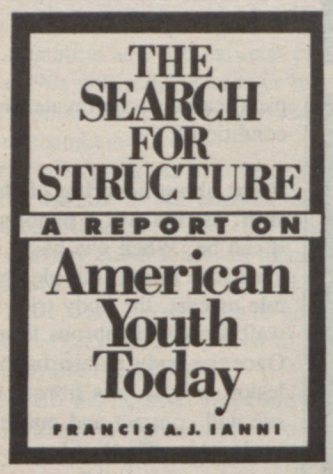

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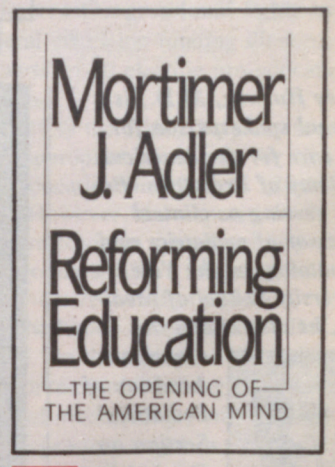

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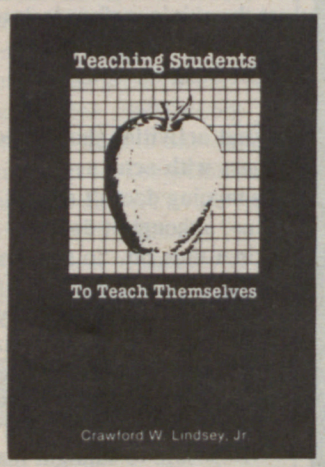

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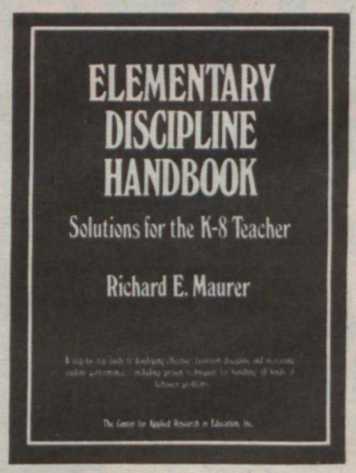

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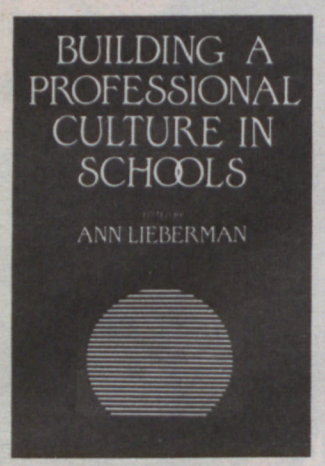

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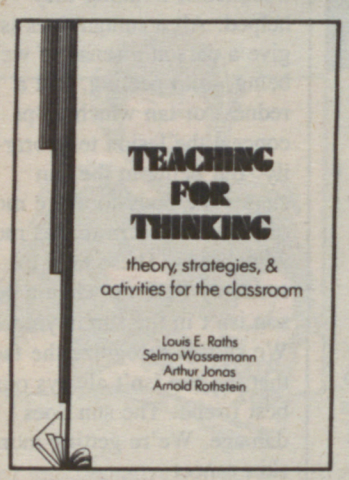

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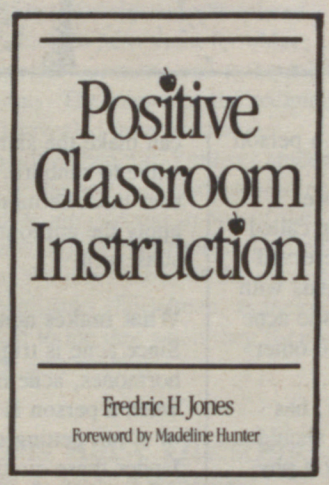

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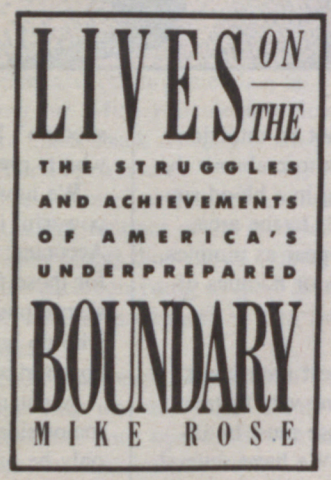

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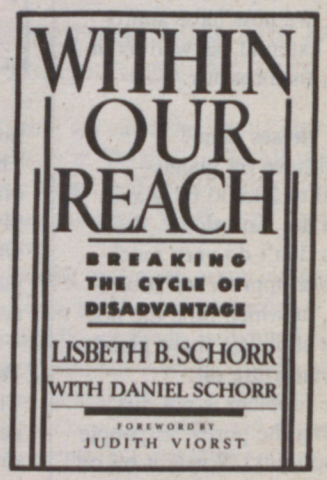

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YOU AND YOUR RETIREMENT

Don't Wait Till It's Too LATE

Many couples base their retirement plans on playing "catch-up" in the last decade or so before retiring. The children are grown and the house is paid for, the thinking goes, so they can start saving seriously. But what if an earning spouse dies while savings are still scanty?

Every sound family preretirement plan allows for the possibility that one of the partners will die tomorrow. Both partners need the peace of mind of knowing that they've provided as well as they could for such an event. Such a plan includes up-to-date wills, strategies for dealing with inheritance taxes, and a list of each party's insurance policies and investments.

Several potential sources of income can help survivors maintain their standard of living after a wage earner dies. Review them with your spouse to determine which can be counted upon if one of you dies before retirement:

Work. A surviving spouse with little recent work experience can have a hard time getting a job. Maintaining job skills now, through part-time or volunteer work, is an investment of time that can pay off in time of need.

Savings. Be sure to consider inflation and taxes when computing how much income your savings will generate. Even today's relatively low inflation rates will erode the value of a dollar over time. Tax-advantaged accounts like tax-deferred annuities, Individual Retirement Accounts, and Keogh plans enable you to accumulate funds faster.

Since "probate" (the legal execution of a will) takes time, be sure each of you has access to enough cash to cover daily expenses for several months at least. Individual savings accounts, a joint account with rights of survivorship, and life insurance are common tools for middle-income families.

Social Security. Survivors benefits take the form of a $255 lump sum death benefit plus annual benefits for each child under 18 and for a spouse caring for any children under 16.

To figure your Social Security coverage, call the Social Security Administration's toll-free number, 1-800-234-5772, and ask for a Personal Earnings and Benefit Estimate Statements form (SSA-7004). Complete it and mail it back, and you'll get a statement telling you, among other things, the monthly benefit you and your children could get if your spouse died.

Life insurance. The quickest way to protect your family financially is with life insurance. Too much, however, can be as harmful to your financial health as too little. NEA Special Services offers a free booklet, *How Much Life Insurance Do You Need?*, that gives four different methods for calculating the proper amount.

You may have purchased "mortgage life insurance" when you bought your house. Quite often, however, these policies are designed to pay off the remainder of your mortgage—not provide income. Having your mortgage paid can solve one big problem, but it won't help pay for food, clothes, or tuition. Besides, it'll put an end to the mortgage deduction you've been taking on your income tax.

Private pensions and state retirement plans. Survivors may be eligible for death benefits. Check with past employers: since many older plans weren't "portable," you may be entitled to benefits you've forgotten about.

It's important that both partners understand how to run the family's finances.

The most important financial advice to someone who's lost a spouse is *go slow.* Decisions made in emotional turmoil are often wrong. Don't rush to sell your home or invest large amounts, for instance. You should have saved an emergency fund equal to three to six months of living expenses. Live on that, if necessary, while you examine your options.

Instead of making major decisions right after the funeral, start working on these important tasks:

First month

Collect all the necessary forms you'll need—at least 10 certified copies of the death certificate, bank statements, claim forms, birth and marriage certificates, deeds and auto titles, past tax returns, and military discharge papers.

Have your attorney review the will, then file it in probate court.

Apply for insurance, employer, and Social Security death benefits.

Shop for the best short-term bank CDs or money market fund. Put insurance and other benefits in this safe haven until you're ready to invest.

Second through sixth months

Prepare a personal balance sheet and a cash-flow statement so you know what you have and where it's going. (See the NEA Special Services consumer guide, *First Steps to Financial Planning.*)

Meet with your lawyer and revise your will. If you don't have a lawyer and a will, now's the time to get them. You may also need legal assistance with probate, rerecording deeds, and disposing of financial assets.

Review your insurance policies and retirement plan. Change accounts or documents—such as charge accounts, credit cards, and auto titles—that are in both names to your name alone.

Seventh through 12th months

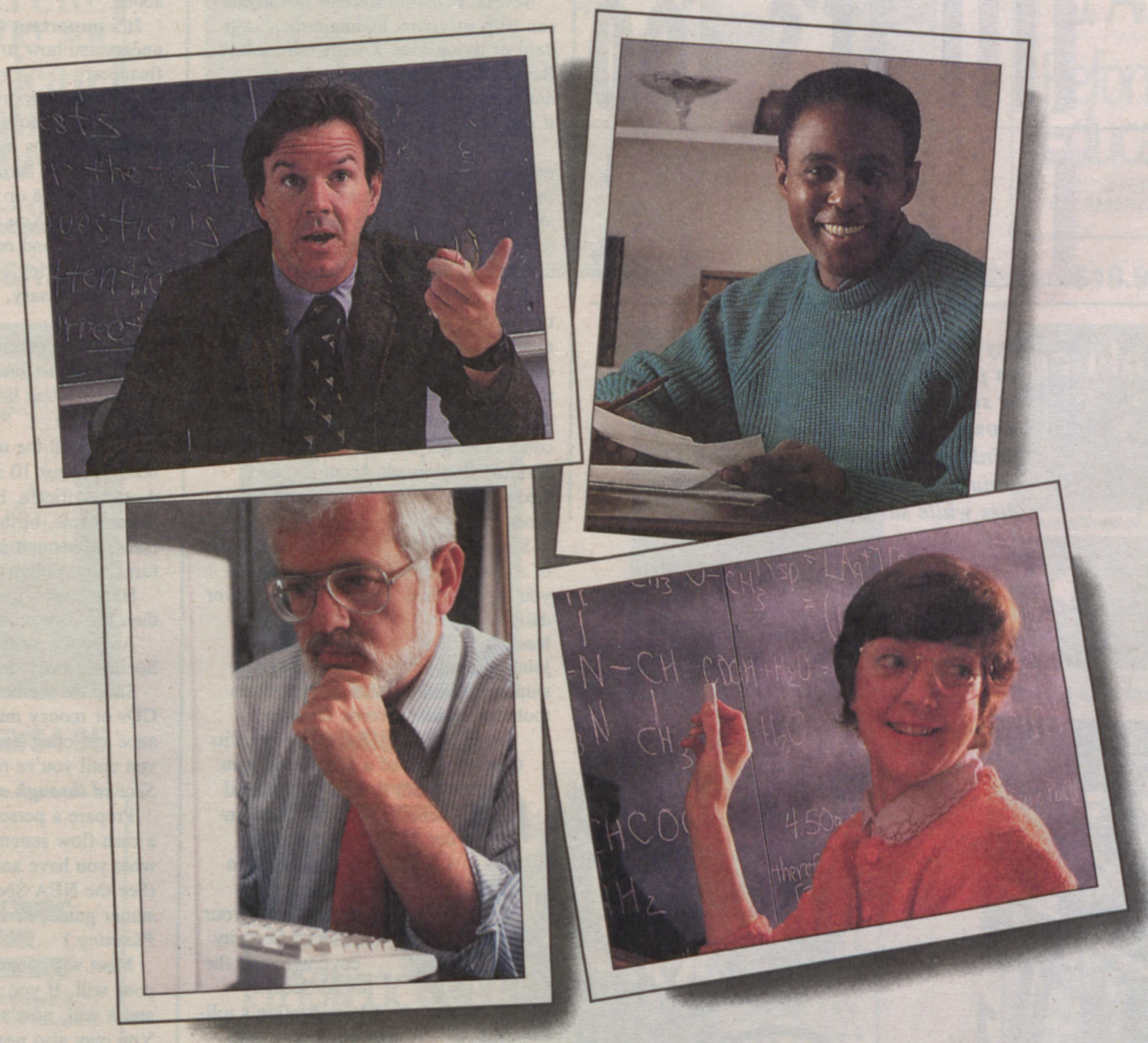
Begin setting long-term goals for your life. Do you want to move? Go back to work?

Meet with your financial planner, accountant, tax adviser, or banker to explore the best ways to invest your assets in order to achieve your goals.

A pre-retirement financial planning guide is available to all lifetime NEA-Retired members.

Your Association also offers consumer guides and life insurance programs that can help you plan for and cope with the sudden death of a spouse. Write or call: NEA Special Services Response Center, 51 Monroe Street, Suite 200, Rockville, MD 20850 1-800-637-4636.

Which of these NEA members probably needs more life insurance protection?



Chances are, it's the woman.

Despite dual careers as wage earners and homemakers, many women today underestimate the importance of their contributions to their families. For this reason, the majority of women have never purchased their own life insurance.* If you're one of them, then it's time to reevaluate your situation and make sure you have adequate coverage for your family's needs. As an eligible NEA member,** you can take advantage of *affordable* group term life insurance protection in coverage amounts from $10,000 to $300,000, *and no medical exam is required.* All you have to do is fill out a simple Enrollment Form. For complete information on the NEA Life Insurance Plan† or to request an Enrollment Form, just return the coupon or call the NEA Special Services Response Center toll free at: **1-800-637-4636.**

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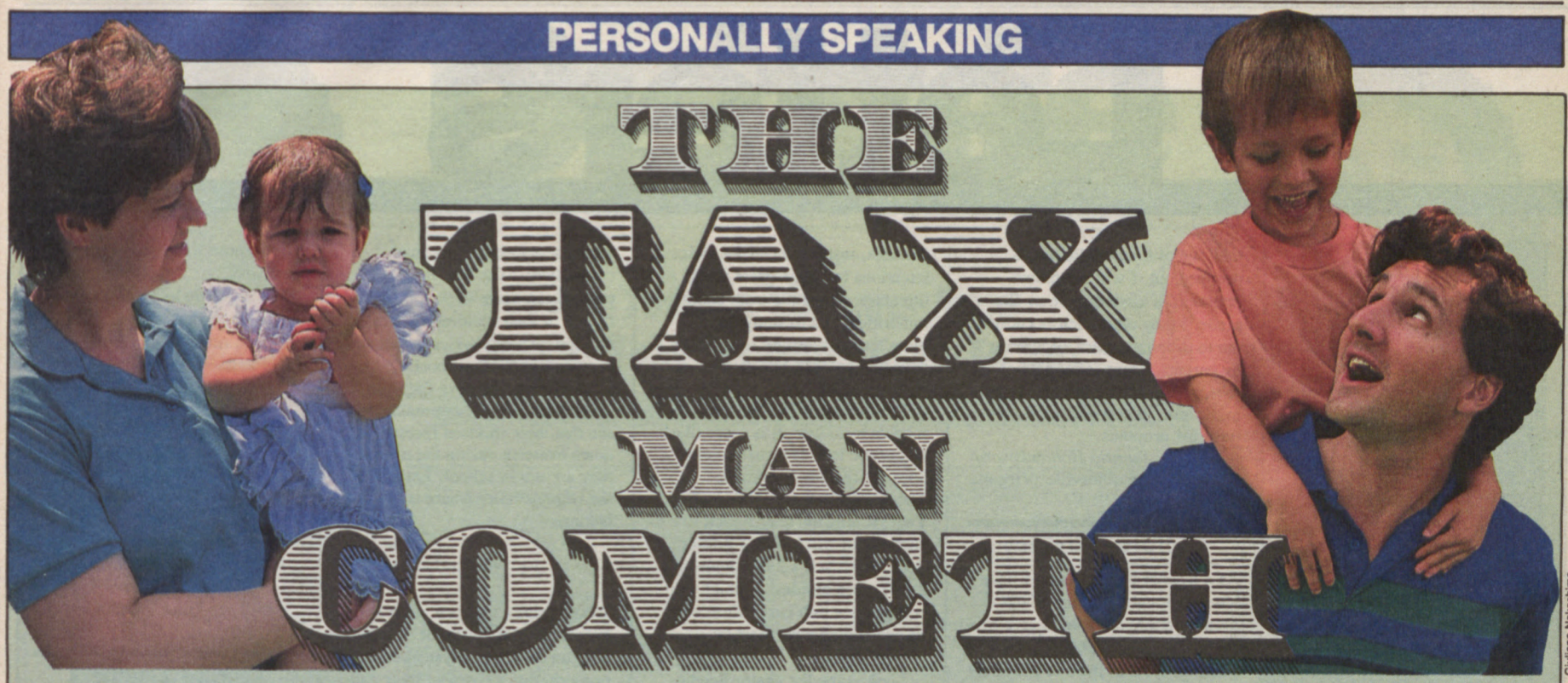


Giuliana Nakashima

Giuliana Nakashima

THE TAX MAN COMETH

Tax planning isn't Gregg and Nancy Montgomery's favorite pastime. But the NEA couple from Holden, Mo., did commit themselves to spending this school year on some financial housecleaning. So, in this fifth part of our eight-part series, they're going to figure their taxes. If you're following along with the Montgomerys to get your own financial house in order, pull out your 1988 tax returns now.

As it happens, the Montgomerys got a big tax break in 1989. Each contributes 10 percent of earnings (which is matched by the school district) to the Missouri Teacher Retirement System. Missouri is one of 13 states where teachers voted not to join the Social Security system. Instead, they participate in a mandatory state public employee retirement system, which must do the job of both Social Security and an employer pension. Now, at the urging of Missouri NEA, the Missouri Retirement System has gotten the Internal Revenue Service to rule that teachers can deduct from their taxable income the amount they have to contribute to the system. (Other states with mandatory retirement systems might also qualify for this type of tax treatment.)

The Montgomerys figure that up to $3,000 of their 1989 salaries won't be taxable. Starting in 1990, the full 10 percent that goes into the plan will be tax free.

With this in mind, Gregg and Nancy are ready to estimate their 1989 taxes.

U.S. taxpayers are required to ante up most of their tax payments in the year the money is earned. The IRS requires that you either pay at least 90 percent of your estimated taxes for the year or pay the same amount you owed the year before. Many taxpayers choose to pay the lower of these amounts and put whatever else they expect to owe into a money market account. That way they earn interest until April 15, when taxes are due.

Not so the Montgomerys. "We have extra money withheld," says Nancy, "and we generally get a refund. It's a way for us to save—but it's not very good financial planning. We could save more if we banked it and got interest."

This is how the Montgomerys' 1989 taxes stack up. Their salaries—minus $3,000 of the money that goes into the retirement system—will come to about $52,000; with $150 in taxable interest, their total income is $52,150.

The Montgomerys have no other adjustments to their gross income (alimony, Individual Retirement Accounts, Keogh plan contributions).

Gregg figures out the taxes himself. Whether to itemize or to take the standard deduction isn't a tough decision. For 1989 taxes, the standard deduction for a married couple filing jointly is $5,200. Like many other homeowners, the Montgomerys pay more than that in mortgage interest alone, so Gregg knows they're better off itemizing.

To get a rough idea of what to expect in itemized deductions, Nancy looked at what the couple itemized in 1988. They don't even keep track of what they spend on medical care. Unreimbursed medical costs can't be deducted unless they exceed 7.5 percent of adjusted gross income—for the Montgomerys, $3,911. "I hope we never have to spend that much on medical care," Nancy says. "We'd really be in trouble!"

For 1988, the Montgomerys paid $1,150 in state income taxes, $55 in property taxes, and $365 in real estate taxes, for a total of $1,570 in state and local taxes. Their home mortgage interest amounted to $5,975.

Gregg and Nancy paid $400 in personal interest in 1988; 40 percent of that—or $160—was deductible. For 1989, just 20 percent will be deductible, and starting in 1990, consumer interest won't be deductible at all. But the Montgomerys never run up credit card bills anyway. Their consumer interest is for their car loan.

The Montgomerys gave $200 to charity in 1988, and that's still fully deductible. They had no casualty losses.

Many of the things Gregg and Nancy used to be able to deduct—for publications, union dues, safe deposit box, continuing education—are now "miscellaneous" expenses. They're deductible only to the extent that they exceed 2 percent of their adjusted gross income—that's $1,043. Some of the other expenses included in this category are career counseling, employment agency fees, other job search expenses like preparing resumes and going on interviews, business gifts and entertainment, unreimbursed business telephone expenses, supplies, and money spent for investment advice or for help with tax returns. One way to make use of this deduction is to make as many as possible of your necessary miscellaneous expenditures in one year so they'll put you over the 2 percent floor.

The Montgomerys' itemized deductions totaled $7,905 for 1988, and they expect them to be only slightly higher for 1989. They estimate total 1989 deductions at $8,500, which would reduce their taxable income to $43,650. Personal exemptions for 1989 are $2,000 per person, so the exemptions for them and their two children reduce their taxable income to $35,650.

The Montgomerys pay taxes of 15 percent on the first $30,000 of their income—that amounts to $4,500. They must pay 28 percent on the remaining $5,650—that is $1,582. That means their tax bill will be about $6,000. They've had about $7,500 withheld from their checks, so they have an overpayment of about $1,500 to put in their savings.

The Montgomerys would benefit more by saving on their own. Gregg has $100 a month deducted from his salary for deposit in his credit union. He could increase his exemptions, have $100 a month less in federal taxes withheld from his paycheck, and put that $100 in the credit union. His take-home pay would be roughly the same, but he'd put an extra $1,200 a year in the credit union account.

The Montgomerys could also cut their taxes by starting 403(b) or tax-deferred annuity savings plans. These salary reduction plans for public employees are an ideal way to cut taxes and sock money away for retirement at the same time. Nancy and Gregg will look into this next month when they do some retirement planning.

—Mary Rowland

Tips for Your Taxing Experience

It's never too early in the year to think about how to cut your tax bill—tax planning should go on year-round. But once you understand the basics and get a plan in place, you won't have to do much more than maintenance unless there's another major tax reform bill, as in 1986.

There are two things to watch for this year: possible changes in the way capital gains are taxed and the treatment of Individual Retirement Accounts (IRAs).

A capital gain is the money you make when you sell an asset for more than you paid for it. From 1921 through 1987, capital gains received preferential tax treatment. For example, in 1985 your salary might have been taxed at 50 percent, but the money you made selling your stock was taxed at only 20 percent. Beginning in 1987, capital gains were taxed at the same rate as salary. Congress is debating whether to bring back favored tax status for capital gains income.

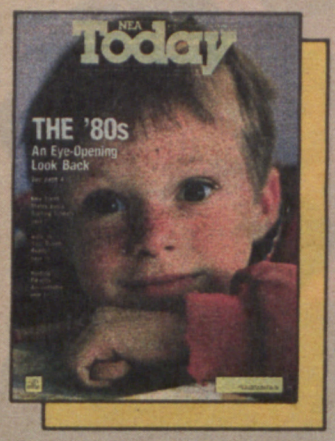
From 1982 to 1986, all working Americans were eligible to put up to $2,000 of earned income in an IRA and deduct the contribution from their taxable income. Tax on these earnings was deferred until retirement, when most people have lower incomes and so pay tax at lower rates. The 1986 Tax Reform Act limited this attractive option to those taxpayers who didn't have pension plans at work or whose incomes fell below certain limits. Congress is now talking about reinstating the IRA deduction for everyone.

You can also save money on taxes by contributing to a 403(b) annuity plan. These plans work much like an IRA account, but there are two further advantages: The limits are higher, and they're available to most teachers.

Two other basic things you can do: delay income and accelerate deductions. Delay income, if you can, until after the first of the year. At the same time, make sure you've paid all your state and local taxes by the end of the year. You might also prepay property taxes so they can be deducted in the current year. If you have any self-employment income, be certain that you've paid all your expenses by December 31.

—M.R.

Letters



Just Say No

On page 4 of the December issue you note that "375,000 babies (are) born each year to mothers who take drugs" ("The Weighty Eighties"). On page 5 (also "The Weighty Eighties"), you go on to say that one of the "10 Words You Could Live Without in 1990" is "Just Say No."

I am personally offended by that, considering the fact that the entire faculty at my school has worked very hard to educate our students about the hazards of drugs and alcohol. Shame on you for poking fun at all of the teachers across the nation who are taking the time to go beyond the 3 *R*'s and give our children a fuller education.

Elizabeth J. Soblerajski
St. Marys, Pennsylvania

Holding Kids Back

As a classroom teacher with 18 years' experience in the same elementary school, I must strongly disagree with your article on retention (Research Clues, Nov.).

My experience has been the direct opposite of the "research" cited in your article. The children I have observed and talked to (as well as their parents) have been overwhelmingly positive about the extra year.

Our program has been successful because we consider the possibility of learning disabilities, family problems, and other factors before we suggest retention, and we follow up with a retained child to be sure he is on the road to success during his extra year and beyond.

Suzanne Wong
Niwot, Colorado

As a first grade teacher and a former transitional first grade teacher, I have seen first-hand the benefits to be derived from the transitional first grade program in our school.

This program has given confidence to children who don't believe in themselves. It has given them a feeling of success that they would never have experienced if they had been promoted to a situation far above their ability at the time.

If in another 11 or 12 years I'm told one of these children has dropped out, I will not blame retention in kindergarten or first grade. Many other factors contribute to dropouts. Lack of interest by parents, drugs, after-school jobs, and lack of motivation are much more reasonable explanations for dropouts.

Pamela Hollandsworth
Collinsville, Virginia

Cultural Literacy

As a teacher for 18 years, I have always thought that one of the greatest strengths I could give my students was an ability to see beyond the facts in front of them. As a reading specialist, I have encouraged my students not to be satisfied with one sample of an author's work or even one author's interpretation of a given event.

So, needless to say, I was terribly disappointed by the shortsightedness of the responses to Dr. Hirsch's book, *First Dictionary of Cultural Literacy* (Book Beat, Nov.)

Like any basal reader, any anthology, any workbook, or for that matter any computer software, Dr. Hirsch's books and lists are opportunities for expanding the learning experience and are not the finite answer to all literacy problems, cultural or educational.

Jo-Ann Dorio
Toms River, New Jersey

I was both distressed and encouraged when I read the reactions of five teachers to E. D. Hirsch's new dictionary of cultural literacy. I was distressed that they saw the list as something to be memorized, or saw it as pretending to be a complete curriculum. But I was glad they refused to assign the list to their students, instead declaring their intentions to assign great works of literature, to tell the truth about minorities, and to study underlying human conflicts even when these topics don't appear in Hirsch's book.

The list is not a prescription for schools to follow. It is more like a diagnostic test. If a curriculum does not include lessons on Thomas Jefferson or Helen of Troy, it fails the test. A rich curriculum will have no trouble teaching Hirsch's 2,000 items and 2,000 more besides. A child who completes a rich curriculum will be acquainted with most of Hirsch's list.

Look at the list again: Beethoven, Tinker Bell, Calcutta, floppy disk. If sixth graders haven't learned this stuff, what have they been doing in school?

Jerry Depew
Orrtanna, Pennsylvania

Correcting a Figure

A great article, "Sick or Solvent: the Truth About Social Security" (You and Your Retirement, Nov.), but your comment about still being able to earn quarters of coverage by earning $50 in "covered employment in a three-month period" hasn't been true since 1977!

To have earned a quarter of coverage in 1989, one must have earned $500; this year, it's $520.

William D. Lutz
Terre Haute, Indiana

Not Our Fault

I read with dismay the results of a 10-year study regarding fat versus fit children (Trends, Nov.). I was dismayed that time and money were spent to reach the final conclusion: "The best investment parents can make in the physical fitness of their children is to insist on high quality physical education programs in their schools."

I disagree. I believe the best investment parents can make is to see that their children receive adequate exercise during the time they are *not* in school. Let's put the responsibility where it belongs.

Anne Cole
Warroad, Minnesota

When a study's advice is for the *parents* to make sure the *schools* have an excellent physical education program to combat their children's obsession with Nintendo and watching TV that leads to poorer physical fitness, it's Passing the Buck time again.

Susan Hooper
Portland, Oregon

School Safety

The major heading on the cover of the October issue of *NEA Today* asks, "Must School Safety Come to This?" The answer is simply "yes," and in the future much more stringent measures will have to be put into place!

We might start by trying to get the public, the school administrators, and the courts to understand that a crime committed in a school is just as much of a crime as one committed outside of the school and should be punished severely, not the second time or fifth time but the first time! We might work to pass laws making assaulting or threatening to assault a teacher a felony with a mandatory one-year jail sentence without judicial discretion. We might make carrying any type of weapon to school cause for mandatory expulsion.

We might make any disruption of classes the basis for suspension and upon review, expulsion. We might make parents financially responsible for the actions of their children. We might stop trying to keep the bums, hoods, and petty criminals in school where their disruptive behavior or the threat of disruptive behavior undermines the learning process of the vast majority of the students.

Is there anyone listening?

Joseph B. Grigg
Green Pond, South Carolina

Testing Teachers

I am writing in response to Debra Messenger's comments about the National Teacher Exam (Letters, Oct.). I too found the NTE to be biased and unrelated to my qualifications as a teacher.

Many of the questions pertained to British literature, world literature, and the development of old and middle English. Why were these questions so unrelated to a normal high school curriculum? Why was such an emphasis put on British literature, particularly the poets? Why were great American authors ignored?

This test did little to reflect my qualifications to teach high school English and literature. I also felt the test was biased toward a white, upper-class background. This test should not be used as the only qualifying factor in determining who should be teaching.

Kyle Morrow
Nome, Alaska

Attention Deficit

I must reply to Elaine Hanley (Letters, Oct.).

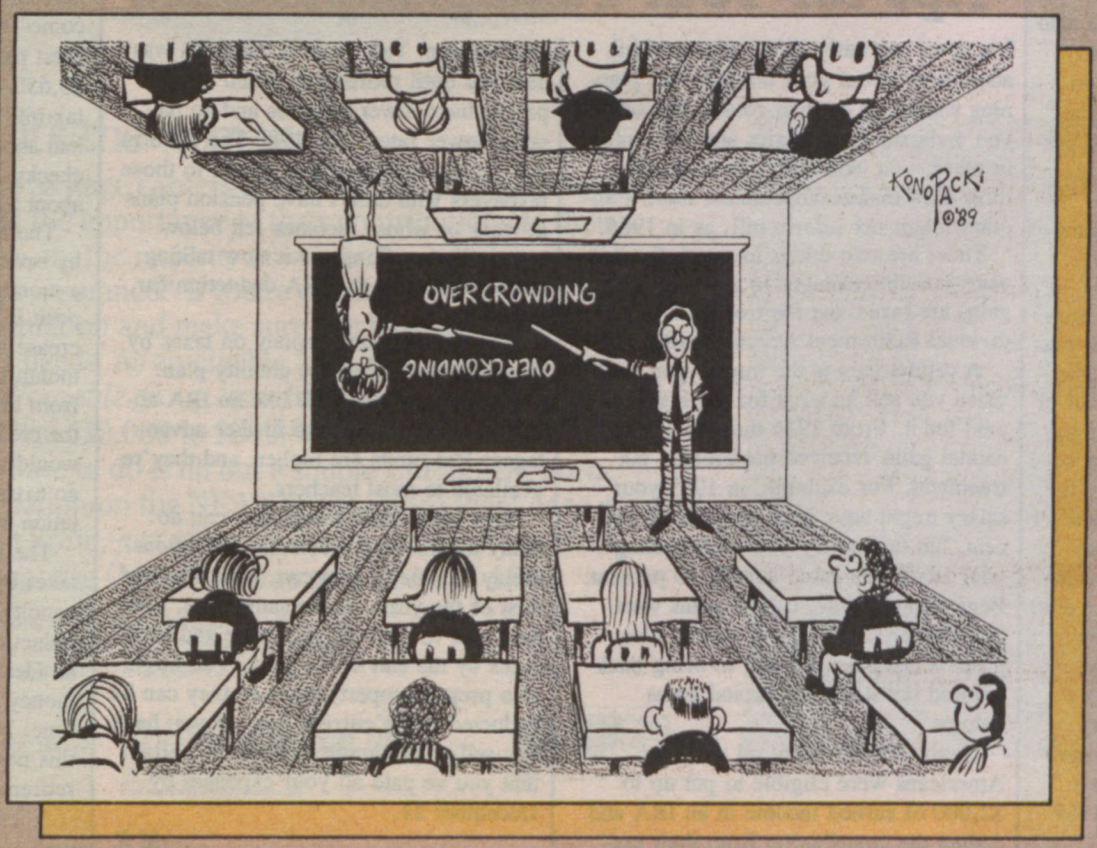
I have been a special education teacher for 17 years. In the past four years I have attended some excellent workshops on Attention Deficit Hyperactivity Disorder.

Ritalin and the other drugs treat Attention Deficit Hyperactivity Disorder. The key words here are *attention deficit*—not all of these children are hyperactive. Many are very quiet but cannot pay attention and are very distractible.

These children *were* around 40 years ago. They were called by other names— "minimal brain damage" and "minimal cerebral dysfunction" were two of them.

An excellent book to read on the subject is *The Hyperactive Child, Adolescent, and Adult* by Paul H. Wender, M.D.

Georgia M. Pomphrey
Oxford, Georgia



Address correspondence to "Letters," NEA Today, 1201 Sixteenth Street, N.W., Washington, DC 20036. We reserve the right to edit letters for length.

Debate

Are Today's Students More Selfish Than Students Used To Be?

YES

Linda Chapman

Rebecca Boney is a fifth grade teacher at Warsaw Elementary School in Warsaw, North Carolina. An 18-year teaching veteran with teaching experience in South Carolina as well, she's a member of the Duplin County Association of Educators.

A young boy, unwilling to share a classroom puzzle with his classmates, takes a few pieces home each day, hiding them in his bookbag.

A girl terrorizes students on the school bus, threatening to beat them up if they don't give her money for ice-cream. For days the children comply, afraid to tell anyone because they fear her retaliation.

In both instances, the students and their parents ignore a teacher's repeated requests that they work with her to improve the students' behavior. Both children admit their actions are wrong, but neither sees any reason to stop, and the parents are of little help in changing their behavior.

Eventually, the students are suspended, a result that neither the teacher nor the principal wanted.

Yes, as these examples show, today's students can be selfish. Unfortunately, most of today's society is more selfish than it used to be, and students are picking up on this self-centered attitude. Although there are still quite a few caring and philanthropic citizens, our society has lost a lot of values.

Broken homes, drug abuse, child abuse, working parents, and provocative television programming are just a few of the factors that influence today's youth. These experiences and practices are bound to create selfishness and other undesirable traits in impressionable youngsters who have much more independence than children of past generations.

Today's students even see themselves as selfish, according to a recent survey for *Seventeen* magazine. Sixty-five percent of teens surveyed said kids today are too greedy, and 70 percent said kids often look down on others who don't have money.

Some of the kids surveyed even equate happiness with money: 48 percent said the more money you have, the happier you'll be. And 50 percent felt people like you better than they otherwise would if you have a good car, great clothes, and other material goods. With this kind of pressure, no wonder children are placing increasing value on material possessions and see no reason for sharing or providing for others.

How do we really deal with selfish kids, who don't care what their behavior does to others? Answers vary for every situation and every teacher, but I think structure and rules in our classrooms should address varying behaviors. Limits need to be set, and students need to be held accountable for their behavior.

Students who are disruptive, selfish, or apathetic are crying out for help. In the two instances I described above, the teachers and the principal haven't given up. They continue to show these children that there's another way to seek and receive attention that's not harmful to others.

In my school, students who act up are sometimes placed in a "time-out zone," away from their own classmates. They spend time with another teacher, and all of us work together to help them understand why their behavior is inappropriate.

Sometimes, parents' and teachers' taking the time to listen helps change that behavior. Sometimes, other means have to be taken.

I've told the parents of my own students that I'm returning to the "old time" method of making home visits to talk to them about their children's progress. I want them to know that I care so much about their children that I will take that extra step. I also want them to know that I will keep on trying even though it hurts me when they don't respond.

These days educators must teach values in school that were formerly taught in the home. Our forebears taught honesty, decency, kindness, responsibility, dependability, and loyalty. We desperately need to revive these values today!

If parents, teachers, and students work together, selfishness can be transformed into self-esteem. Let's set a worthwhile example for our youth—an example of concern and caring for others instead of only for ourselves.

NO

Gary Kissel

Bonita Douville teaches American government, U.S. history, and Spanish at Kentwood Senior High School in Kent, Washington. She is a member of the Kent Education Association and adviser to the Kentwood Hunger Club and Close-up program.

We live in a materialistic world, and young people participate in that materialism; consequently we perceive them to be selfish.

Yes, today's youth are interested in cars and clothes, but given the opportunity, they'll help others. Unfortunately, the good that young people do is obscured by overdoses of media coverage of crime, drugs, and consumerism.

One of the reasons students don't give time to others is they don't have time. Many, many demands are placed on them. What used to be free time is now structured time as parents hustle them from sports practice to dance lessons with a quick stop at a fast food place for dinner.

In addition, changes in American society have placed adult responsibilities on students. Besides the traditional household chores, many teenagers are expected to work several hours a day on part-time jobs. In fact, three out of four high school students work outside their homes.

It's a wonder that young people with such demands have any time at all to care about the needs of others. Still, over my 23-year teaching career, I've seen enough examples of sacrifice and generosity to prove to me that young people today actually are a wonder.

The endless hours that went into the 1988 Seattle Hunger Walk are an example. Through the Hunger Walk, hundreds of secondary students raised over $8,000 to build a school for poor children in rural Ethiopia. This effort was coordinated through the School-to-School Partnership of Save the Children.

Now these students are committed to raising money to maintain this school. The long-term nature of the project gives them a sense of commitment to others, and the correspondence and pictures from the school they're supporting bring them genuine joy.

The time and effort many kids put into programs like this go way beyond the requirements of the average co-curricular activity. Students at our high school spent all last year preparing to participate in a reforestation project in northern India. Others spent their vacations in Mexico and Costa Rica building orphanages through their church youth groups. In addition, students have collected and shipped books, clothing, and other necessities to Tibetan refugees.

Although ours is an age of instant gratification, young people demonstrate their concern on a local level as well. School districts throughout the country hold annual food, toy, and clothing drives, and students give generously. Key Club members donate their time and money to hospitals, senior citizen centers, and needy families. Builders Clubs help "build a better community" by "adopting" needy families, visiting the elderly, and sponsoring food and clothing drives.

Good deeds like these come in smaller packages, too, as elementary schools teach their students the value of helping others. When children are encouraged to share what they have with the needy during the holiday season, their awareness is nurtured for future years.

The desire to care, cooperate, and help others doesn't simply happen. As part of the growing process, young people need to be encouraged early on to appreciate these attitudes. Even when children haven't learned these traits at home, however, they're often willing participants in school projects to help others. They gain a genuine feeling of satisfaction and worth from these opportunities to share of themselves and make a difference.

Years ago, most of the service clubs mentioned didn't exist in our schools. They're there now because young people do care and are willing to contribute their time to share what they have. They wouldn't succeed if today's young people were selfish. As I watched every senior at our commencement last spring donate money to help a young victim of sexual abuse, my faith in the selflessness of today's young was reaffirmed. Examples of such altruism are evident throughout this country. The spirit of giving is very much alive and well.

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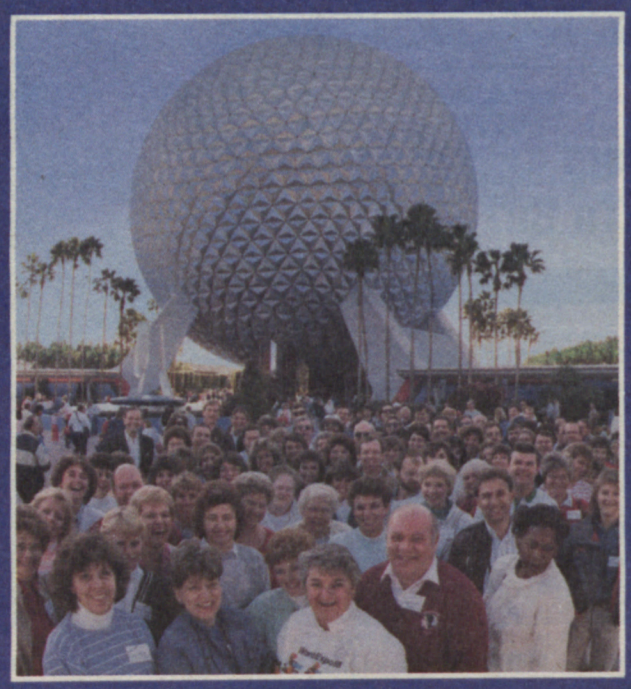

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On-Site Workshop—EPCOT Center

What's Included:

Round-trip air, transfers, 2 nights' lodging, all admissions, 2 continental breakfasts, poolside reception, instruction, private briefings and curriculum materials.

How To Qualify:

Enroll 15 students by June 1, 1990. Every 15 $90.00 deposits represents 1 free trip for the weekend seminar. Note: In addition to the free seminar weekend, you will travel free when you accompany your students at a later date.

Earth Shuttle Overview:

EARTH SHUTTLE provides active instruction, hands-on exercises and structured materials. The program is designed for grades 3-12. The content may be subject-oriented or interdisciplinary. Each teacher selects the themes best suited for his or her students. The length of the program may vary from 2 to 5 days and is offered year round.

☐ **Yes,** I want to receive your free Information Pak.
☐ Yes ☐ No Telephone me one evening to explain the program.

Name _____ ( ) School Phone _____

School _____ ( ) Home Phone _____

School Address _____ My Subject _____

City _____ State _____ Zip _____ Grade Level _____

Mail to: Earth Shuttle, The Carter Co. of Boston, Inc., 11 Beacon St., Boston, MA 02108

For FREE catalog call 1-800-237-0046 In Mass. call 617-723-3060

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